

# A Guide to the Colorado Academic Standards



Reading, Writing,  
and Communicating

Sixth Grade

## Working Together

To support families and teachers in realizing the goals of the Colorado Academic Standards, this guide provides an overview of the learning expectations for sixth grade reading, writing, and communicating and offers some possible learning experiences students may engage in during this school year.

## Why Standards?

Created by Coloradans for Colorado students, the Colorado Academic Standards provide a grade-by-grade road map to help ensure students are ultimately successful in college, careers, and life. The standards aim to improve what students learn and how they learn in ten content areas, emphasizing critical-thinking, creativity, problem solving, collaboration, and communication as important life skills in the 21st century.

## Reading, Writing, and Communicating for Middle Schools (6-8)

The reading, writing, and communicating standards at middle and high school grades ask students to be critical readers of complex literary and informational texts. The standards require that students develop the writing skills necessary to convey their experience in the world, to produce thoughtful analyses of academic and real-world topics, and to develop well-reasoned arguments on relevant topics in their lives. The standards foster opportunities for students to work collaboratively with others as they develop the literacy skills to be academically successful and prepared for life after high school.

## Where can I learn more?

- Contact your school district regarding local decisions related to standards, curriculum, resources, and instruction.
- Colorado Academic Standards Booklets: <http://www.cde.state.co.us/standardsandinstruction/GradeLevelBooks.asp>
- Vince Puzick, Reading, Writing, and Communicating Content Specialist at 303-319-9519, [Puzick\\_v@cde.state.co.us](mailto:Puzick_v@cde.state.co.us)



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# At the end of Sixth Grade, students can...



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## Reading, Writing, and Communicating Learning Expectations for Sixth Grade

### Oral Expression and Listening

Speak and use multimedia to present claims and findings to an audience, placing ideas in a logical order and supporting the main idea/theme with strong details and facts; actively listen to speakers in order to explain and interpret information and to identify supported and unsupported claims that may be made; work collaboratively in a variety of group settings by being prepared, listening actively, and sharing ideas.

### Reading for All Purposes

Read literary, informational, and persuasive texts from a variety of authors; summarize, analyze, and evaluate themes, characters, and plot in literature or key ideas, claims, events in nonfiction; examine how text structure, point of view, and word choice affect the text's meaning—being sure to use textual evidence to support explanations.

### Writing and Composition

Use technology to shape, produce and publish grammatically correct writing that makes an argument, explains or analyzes a topic, and includes an introduction, logical development, and a thoughtful and relevant concluding statement; write narratives that develop real or imagined experiences by starting with an interesting opening, using narrative techniques such as description and dialogue while demonstrating command over different stages of writing (planning, revising, and editing).

### Research and Reasoning

Conduct short research projects to answer a question, gathering evidence from several sources and refocusing

the question when needed; evaluate arguments and specific claims that are made in order to figure out which claims are supported by evidence and which are not.

## Throughout the Sixth Grade, you may find students...

- Collaborating in groups to explore how folktales, myths, and fables change across cultures and time; defining the characteristics and evaluating the strengths and weaknesses of these literary genres; exploring how literature expresses ideas about the place and time in which they are written; studying plays, stories, and poems not just for what they say but how the authors say it.
- Gathering, interpreting, and synthesizing information regarding how past civilizations told their stories to understand how current societies and cultures tell stories; contributing writing and multimedia texts to a class wiki or blog dedicated to a subject; participating in round table discussions, literature circles, or other groups to debate topics and/or analyze texts; composing shared pieces of writing.
- Investigating community-based or local stories that reflect culture and identity; composing photo essays and accompanying pieces of short, creative nonfiction; writing personal narratives that reflect an understanding of their relationship with others in a neighborhood, community, or culture.
- Researching claims that companies make about their products and business practices; identifying which claims are legitimate and which are not; writing a letter or review either praising or questioning a company's policies.