### Grade 6 Expandable Set of Questions Aligned to Standards

### Sample Questions Reflecting the Common Core State Standards for Reading

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| **Reading Standards for Literature – Grade 6** |
| **6RL1 – Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.*** Why was Jonathan able to finish the race first? How do you know? What is the textual evidence that supports your answer?
* What is so special about Mario? How do you know? What is the textual evidence that supports your answer?
* How did moving to New York change Juan’s career? How do you know? What is the textual evidence that supports your answer?
* Why did Tiesha try out for the play? How do you know? What is the textual evidence that supports your answer?
* Why did Tyrone get an “A” on his test? How do you know? What is the textual evidence that supports your answer?
* How is John different from Paul? What is the textual evidence that supports your answer?
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| **6RL2 – Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.*** What is the theme of (text title)? What details in the story/poem/drama help the reader determine this theme?
* How does the author of (text title) help the reader understand the theme of the story? What details from the story support your answer?
* How does the author use the way Tyrone responds to his situation to develop the theme of the story?
* Summarize the story/drama/poem without including personal opinions or judgments.
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| **6RL3 – Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves towards a resolution.*** What are the main events in the story/drama? How does each of these main events contribute to the development of the plot?
* How did Karen and Mary respond to the crisis the family faced? How did their response contribute to its resolution? What specific details from the story/drama support your answer?
* How does the main character change throughout the story/drama? What specific details from the story/drama support your answer?
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| **Reading Standards for Literature – Grade 6** |
| **6RL4 – Determine the meaning of words and phrases as they are used in a text, including figurative language and connotative meanings; analyze the impact of a specific word choice on meaning and tone.*** What is the meaning of in paragraph 2?
* Which words help the reader understand the meaning of in paragraph 5?
* What is meant by the phrase, “As solid as the ground we stand on,” in paragraph 3?
* What is meant by the phrase, “You are the sun in my sky,” in paragraph 1?
* What is the effect of using the word in paragraph 4?
* What is the tone of the story? What word choices from the story support your answer?
* How does the use of the phrase “barged in” rather than “entered the room” change the tone of the scene the author is creating?
* How does the use of the word “scrawny” rather than “skinny” impact the image the author is creating of the character?
* What does the author’s word choice reveal about his/her attitude towards his topic? Use examples from the text to support your answer.
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| **6RL5 – Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.*** How does chapter 4 contribute to the rising action of the novel? Use information from the novel to support your analysis.
* How does the author use scene 2 to begin to develop the theme of the play? Use information from the scene to support your analysis.
* How does the description in the first stanza establish the setting of the poem? Use information from the poem to support your analysis.
* Analyze how chapter 3 contributes to the development of the theme/setting/plot of the book. Use information from the text to support your analysis.
* Analyze how scene 1 contributes to the overall structure of the drama. Use information from the text to support your analysis.
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| **6RL6 – Explain how an author develops the point of view of the narrator or speaker in a text.*** Explain how Gary Paulsen develops the point of view of the narrator in (text title). Use examples from the story in your explanation.
* What is the most likely reason why the author decided to tell the story from Mike’s point of view? Is it effective? Why or why not? Use examples from the story in your explanation.
* How does telling the story from Tonya’s point of view influence the story? Use examples from the story in your answer.
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| **Reading Standards for Literature – Grade 6** |
| **6RL7 – Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.*** How is listening to an audiotape of “The Raven” by Edgar Allen Poe alike and different from reading the poem? Use specific examples from both versions in your answer.
* How is watching the filmed version of *Holes* alike and different from reading the book? Use specific examples from both versions in your answer.
* How is watching a performance of (title of a play) alike and different from reading the play? Use specific examples in your explanation.
* Which did you prefer, listening to the audiotape version of “The Raven” or reading the poem? Why?
* Which did you prefer, watching the filmed version of *Holes* or reading the book? Why?
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| **6RL8 – Not applicable** |
| **6RL9 – Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.*** How are (text title) and (text title) alike and different in their approach to the theme of friendship and loyalty? Which text is more effective in relaying this theme? Why? Use examples from both texts to support your answer. (Texts should be two texts from different genres or forms—a story and a poem; historical novel and fantasy story.)
* How are (text title) and (text title) alike and different in their approach to the topic of competition? Which text is more interesting? Why? Use examples from both texts to support your answer. (Texts should be two texts from different genres or forms—a story and a poem; historical novel and fantasy story.)
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| **6RL10 – By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.*** Information regarding text complexity can be found in Appendix A of the Common Core State Standards.
* Text exemplars can be found in Appendix B of the Common Core State Standards.
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#### Reading Standards for Informational Text – Grade 6

##### 6RI1 – Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

* Based on the information in (text title), which car is best for a large family? How do you know? What is the textual evidence that supports your answer?
* Why are spiders more beneficial than harmful? Give specific examples from the article to support your answer.
* Which step is most important in ? How do you know? What is the textual evidence that supports your answer?
* Why is it important that birds fly south for the winter? How do you know? What is the textual evidence that supports your answer?
* As a result of their work, what will most likely happen to the snow geese population? What is the textual evidence that supports your answer?
* How are insects and mammals alike and different? Give specific examples from the article to support your answer.

##### 6RI2 – Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

* What is the central idea of (text title)? How does the author convey that central idea? Use examples from the text in your answer.
* Summarize the information in the article without including personal opinions or judgments.

##### 6RI3– Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

* How does the author help the reader understand what kind of person Harriet Tubman was? Use examples from the article in your analysis.
* How does the author help the reader understand the role trade played in the development of the United States? Use examples from the article in your analysis.
* Analyze how the author helps the reader understand how the idea of independence in America impacted the nations of Europe. Use examples from the article in your analysis.
* How does the author introduce, illustrate, and elaborate his/her portrait of Rosa Parks? Use examples from the article in your analysis.
* Analyze how the author introduces, illustrates, and elaborates his/her depiction of the Boston Tea Party so readers can understand the reasons behind it. Use examples from the article in your analysis.

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|  | **Reading Standards for Informational Text – Grade 6** |  |
| **6RI4 – Determine the meaning of words and phrases as they are used in a text including figurative, connotative, and technical meanings.*** What does the word mean in paragraph 2?
* Which words help the reader understand the meaning of in paragraph 5?
* Which definition of is used in paragraph 6?
* What does the author’s word choice reveal about his/her attitude towards the topic? Use examples from the text to support your answer.
* What does the phrase (figurative language) mean in paragraph 3? How does the use of that phrase enhance the reader’s understanding of the text?
* What is the connotation of as it is used in the text? How does the use of that word enhance the reader’s understanding of the text? Use examples from the text to support your answer.
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| **6RI5 – Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.*** How does the cause/effect structure of the third chapter contribute to the development of the author’s central idea? Use examples from the text in your analysis.
* How does the description in the fourth paragraph contribute to the development of the author’s key ideas? Use examples from the text in your analysis.
* How does the use of chronological order in the first section help the reader understand the development of the author’s ideas? Use examples from the text in your analysis.
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| **6RI6 – Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.*** What is the author’s viewpoint on evolution? How does the author convey his/her viewpoint in the text? Use examples from the text to support your answer.
* What is the author’s purpose in this text? How do you know? Is he/she successful in achieving it? Why or why not? Use examples from the text to support your answer.
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| **6RI7 – Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.*** Using the information in the text and the diagram, explain how a person breathes.
* Using the information in the article and the graph, explain the impact of the weather on crop production.
* Using the information in the text and the time line, explain the development of transportation in the United States.
* Using digital resources, collect information about life in the Sudan. Then, read a blog posting from a Peace Corps volunteer in that country. Share the understanding you have gained from your research about that country.
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|  | **Reading Standards for Informational Text – Grade 6** |  |
| **6RI8 – Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.*** How does the author develop his argument about climate change? Is the argument effective? Why or why not? Use examples from the text to support your answer.
* Which of the author’s claims about climate change are **not** supported by reasons and/or evidence? Use examples from the text to support your answer.
* Which of the author’s claims about global warming are supported by reasons and/or evidence? Use examples from the text to support your answer.
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| **6RI9 – Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).*** How are the events depicted in (a memoir) and (a biography about the same person) alike and different? Use examples from the texts in your comparison.
* Explain why the events depicted in (a memoir) and (a biography about the same person) are alike and different. Use examples from the texts in your comparison.
* Which depiction of events do you think is more reliable, the one in (a memoir) or (a biography about the same person)? Why? Use examples from the texts in your comparison.
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| **6RI10 – By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.*** Information regarding text complexity can be found in Appendix A of the Common Core State Standards.
* Text exemplars can be found in Appendix B of the Common Core State Standards.
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