



CA State Standards → Common Core "Springboard" Document  
6<sup>th</sup> Grade ELA

**Purpose:** The next couple of years will pose a difficult challenge to California educators, in that we are accountable to teach the CA state standards, while at the same time initiate the transition into the newly adopted Common Core standards. CA students are still taking the California Standards Test (CST), and won't be assessed on the Common Core standards until 2014. But we must begin the transition NOW so that our students will be ready for the new standards and assessments when they do arrive. The following document was created to assist classroom teachers and administrators as they endeavor to transition from teaching the CA state standards into teaching the Common Core standards. This document will allow you to easily identify which Common Core standard(s) correlate with the CA State Standard(s) that you are already teaching. Be sure to notice that some correlations are direct, while others are not quite so. In some cases, the CA State Standard will need to be modified to a certain extent in order to fully teach the Common Core correlating standard. Educators will notice that California's rigorous state standards transition well into the Common Core Standards. Most of the skills in the Common Core are already being addressed to a great extent by the California state standards. The caveat, however, is that Common Core standards require students to have a greater depth of knowledge than the CA standards. In many cases, CA educators will benefit from utilizing standards from various grade levels in order to fully teach the Common Core standards.

**How to read the standards:**

CA State Standards	Common Core Standards
RW = Word Analysis RC = Reading Comprehension RL = Literary Response and Analysis WC = Written Conventions WS = Writing Strategies WA = Writing Applications * A number in front of the standard indicates the grade level (i.e., 5RW = 5 <sup>th</sup> grade Word Analysis & 3RC = 3 <sup>rd</sup> Grade Reading Comprehension)	CCR = College & Career Readiness Anchor Standard RL = Reading Literature RI = Reading Informational Materials RF = Reading Foundational Skills W = Writing SL = Speaking and Listening L = Language



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<b>Word Analysis</b>		
1	6RW1.2 identify and interpret figurative language and words with multiple meanings	RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. RI.6.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., personification) in context.
2	6RW1.3 recognize the origins and meanings of frequently used foreign words in English and use these words accurately in speaking and writing	
2	6RW1.4 monitor expository text for unknown words or words with novel meanings by using word, sentence, and paragraph clues to determine meaning	L.6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6 reading and content</i> , choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).



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3	6RW1.5 understand and explain "shades of meaning" in related words (e.g., softly and quietly)	L.6.5 b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i> , <i>scrimping</i> , <i>economical</i> , <i>unwasteful</i> , <i>thrifty</i> ).
<b>Reading Comprehension</b>		
	6RC2.1 identify the structural features of popular media (e.g., newspapers, magazines, online information) and use the features to obtain information	W.6.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
	6RC2.2 analyze text that uses the compare-and-contrast organizational pattern	
4	6RC2.3 connect and clarify main ideas by identifying their relationships to other sources and related topics	RI.6.2 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.
	6RC2.4 clarify an understanding of texts by creating outlines, logical notes, summaries, or reports	RI.6.2 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.
5	6RC2.5 follow multiple-step instructions for preparing applications (e.g., for a public library card, bank savings account, sports club, league membership)	
6	6RC2.6 determine the adequacy and appropriateness of the evidence for an author's conclusions	RI.6.8 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.



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6	6RC2.7 make reasonable assertions about a text through accurate, supporting citations	RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
6	6RC2.8 note instances of unsupported inferences, fallacious reasoning, persuasion, and propaganda in text.	RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
<b>Literary Response and Analysis</b>		
	6RL3.1 identify the forms of fiction and describe the major characteristics of each form	RL.6.9 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.
	6RL3.2 analyze the effect of the qualities of the character (e.g., courage or cowardice, ambition or laziness) on the plot and the resolution of the conflict	RL.6.3 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 toward a resolution. RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text.
	6RL3.3 analyze the influence of setting on the problem and its resolution	
7	6RL3.4 define how tone or meaning is conveyed in poetry through word choice, figurative language, sentence structure, line length, punctuation, rhythm, repetition, and rhyme	RL.6.5 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.
	6RL3.5 identify the speaker and recognize the difference between first- and third-person narration (e.g., autobiography, compared with biography)	RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text.
	6RL3.6 identify and analyze features of themes conveyed through characters, actions, and images	RL.6.2 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.



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	6RL3.7 explain the effects of common literary devices (e.g., symbolism, imagery, metaphor) in a variety of fictional and nonfictional texts	RL.6.5 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. RI.6.5 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.
	6RL3.8 critique the credibility of characterization and the degree to which a plot is contrived or realistic (e.g., compare use of fact and fantasy in historical fiction)	
<b>Written and Oral English Language Conventions</b>		
8	6WC1.1 use simple, compound, and compound-complex sentences; use effective coordination and subordination of ideas to express complete thoughts	L.6.3.a Vary sentence patterns for meaning, reader/listener interest, and style.*
9	6WC1.2 identify and properly use indefinite pronouns and present perfect, past perfect, and future perfect verb tenses; ensure the verbs agree with compound subjects	L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Ensure that pronouns are in the proper case (subjective, objective, possessive). b. Use intensive pronouns (e.g., <i>myself, ourselves</i> ). c. Recognize and correct inappropriate shifts in pronoun number and person.* d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*
10	6WC1.3 use colons after the salutation in business letters, semicolons to connect independent clauses, and commas when linking two clauses with a conjunction in compound sentences	L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*
11	6WC1.4 use correct capitalization	
12	6WC1.5 spell frequently misspelled words correctly (e.g., their, they're, there)	L.6.2.b Spell correctly.



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<b>Writing Strategies</b>		
	6WS1.1 choose the form of writing (e.g., personal letter, letter to the editor, review, poem, report, narrative) that best suits the intended purpose	W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
13	6WS1.2 create multiple-paragraph expository compositions 1. engage the interest of the reader and state a clear purpose 2. develop the topic with supportive details and precise verbs, nouns, and adjectives to paint a visual image in the mind of the reader 3. conclude with a detailed summary linked to the purpose of composition	W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from the information or explanation presented.
	6WS1.3 use a variety of effective and coherent organizational patterns, including comparison and contrast; organization by categories; and arrangement of spatial order, order of importance, or climactic order	



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	6WS1.4 use organizational features of electronic text (e.g., bulletin boards, databases, keyword searches, e-mail addresses) to locate information	W.6.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
	6WS1.5 compose documents with appropriate formatting by using word-processing skills and principles of design (e.g., margins, tabs, spacing, columns, page orientation)	W.6.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
14	6WS1.6 revise writing to improve organization and consistency of ideas within and between paragraphs	W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6 on page 52.)



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<b>Writing Applications</b>		
	<p>6WA2.1 Write narratives:</p> <ul style="list-style-type: none"> <li>a. Establish and develop a plot and setting and present a point of view that is appropriate to the stories.</li> <li>b. Include sensory details and concrete language to develop plot and character.</li> <li>c. Use a range of narrative devices (e.g., dialogue, suspense).</li> </ul>	<p>W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ul style="list-style-type: none"> <li>a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</li> <li>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</li> <li>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</li> <li>d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</li> <li>e. Provide a conclusion that follows from the narrated experiences or events.</li> </ul>



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	<p>6WA2.2 Write expository compositions (e.g., description, explanation, comparison and contrast, problem and solution):</p> <ol style="list-style-type: none"> <li>State the thesis or purpose.</li> <li>Explain the situation.</li> <li>Follow an organizational pattern appropriate to the type of composition.</li> <li>Offer persuasive evidence to validate arguments and conclusions as needed.</li> </ol>	<p>W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ol style="list-style-type: none"> <li>Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li> <li>Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</li> <li>Use appropriate transitions to clarify the relationships among ideas and concepts.</li> <li>Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>Establish and maintain a formal style.</li> <li>Provide a concluding statement or section that follows from the information or explanation presented.</li> </ol>
	<p>6WA2.3 Write research reports:</p> <ol style="list-style-type: none"> <li>Pose relevant questions with a scope narrow enough to be thoroughly covered.</li> <li>Support the main idea or ideas with facts, details, examples, and explanations from multiple authoritative sources (e.g., speakers, periodicals, online information searches).</li> <li>Include a bibliography.</li> </ol>	<p>W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p>



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	<p>6WA2.4 Write responses to literature:</p> <ul style="list-style-type: none"> <li>a. Develop an interpretation exhibiting careful reading, understanding, and insight.</li> <li>b. Organize the interpretation around several clear ideas, premises, or images.</li> <li>c. Develop and justify the interpretation through sustained use of examples and textual evidence.</li> </ul>	<p>W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> <li>a. Apply <i>grade 6 Reading standards</i> to literature (e.g., "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").</li> <li>b. Apply <i>grade 6 Reading standards</i> to literary nonfiction (e.g., "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").</li> </ul>
	<p>6WA2.5 Write persuasive compositions:</p> <ul style="list-style-type: none"> <li>a. State a clear position on a proposition or proposal.</li> <li>b. Support the position with organized and relevant evidence.</li> <li>c. Anticipate and address reader concerns and counterarguments.</li> </ul>	<p>W.6.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> <li>a. Introduce claim(s) and organize the reasons and evidence clearly.</li> <li>b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</li> <li>c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</li> <li>d. Establish and maintain a formal style.</li> <li>e. Provide a concluding statement or section that follows from the argument presented.</li> </ul>