Structure and Style for Students

UNIT 1: NOTE MAKING AND OUTLINES Week 1 Page 9-16

California Content Standards
Language Arts
Grade **6** - Adopted: **2013**

CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		**Key Ideas and Details**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		**Craft and Structure**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		**Integration of Knowledge and Ideas**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		**Range of Reading and Level of Text Complexity**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.

CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANCE STANDARD / MODE		**Research to Build and Present Knowledge**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing

PERFORMANCE STANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
PERFORMANCE STANDARD / MODE		Presentation of Knowledge and Ideas
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.SL.4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.SL.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		Knowledge of Language

EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.RI.6.**	**Reading Standards for Informational Text**
PERFORMANCE STANDARD / MODE		**Key Ideas and Details**
EXPECTATION / SUBSTRAND	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
EXPECTATION / SUBSTRAND	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.
EXPECTATION / SUBSTRAND	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
CONTENT STANDARD / DOMAIN / PART	**CA.CC.RI.6.**	**Reading Standards for Informational Text**
PERFORMANCE STANDARD / MODE		**Craft and Structure**
EXPECTATION / SUBSTRAND	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (See grade 6 Language standards 4–6 for additional expectations.) CA
CONTENT STANDARD / DOMAIN / PART	**CA.CC.RI.6.**	**Reading Standards for Informational Text**
PERFORMANCE STANDARD / MODE		**Integration of Knowledge and Ideas**
EXPECTATION / SUBSTRAND	RI.6.7.	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.

CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 6.	Writing Standards

PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	**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.**
FOUNDATION / PROFICIENCY LEVEL	W.6.2.a.	Introduce a topic or thesis statement; 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. CA
FOUNDATION / PROFICIENCY LEVEL	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
FOUNDATION / PROFICIENCY LEVEL	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 6.	Writing Standards

PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	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.)
EXPECTATION / SUBSTRAND	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.)

CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 6.	Writing Standards

PERFORMANCE STANDARD / MODE		**Research to Build and Present Knowledge**
EXPECTATION / SUBSTRAND	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 6.	Writing Standards

PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .6.	Speaking and Listening Standards

PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
FOUNDATION / PROFICIENCY LEVEL	SL.6.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
FOUNDATION / PROFICIENCY LEVEL	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
FOUNDATION / PROFICIENCY LEVEL	SL.6.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .6.	Speaking and Listening Standards

PERFORMANCE STANDARD / MODE		Presentation of Knowledge and Ideas
EXPECTATION / SUBSTRAND	SL.6.4.	Present claims and findings (e.g., argument, narrative, informative, response to literature presentations), sequencing ideas logically and using pertinent descriptions, facts, and details and nonverbal elements to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.CA
FOUNDATION / PROFICIENCY LEVEL	SL.6.4.a.	Plan and deliver an informative/explanatory presentation that: develops a topic with relevant facts, definitions, and concrete details; uses appropriate transitions to clarify relationships; uses precise language and domain specific vocabulary; and provides a strong conclusion. CA

CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .6.	Speaking and Listening Standards

PERFORMANCE STANDARD / MODE		Presentation of Knowledge and Ideas
EXPECTATION / SUBSTRAND	SL.6.6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)

CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 6.	Language Standards

PERFORMANCE STANDARD / MODE		Conventions of Standards English
EXPECTATION / SUBSTRAND	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
FOUNDATION / PROFICIENCY LEVEL	L.6.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

CONTENT STANDARD / DOMAIN / PART	CA.CC.L.6.	Language Standards
PERFORMANC E STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	**L.6.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.**
FOUNDATION / PROFICIENCY LEVEL	L.6.4.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.
FOUNDATION / PROFICIENCY LEVEL	L.6.4.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).

CONTENT STANDARD / DOMAIN / PART	CA.CC.L.6.	Language Standards
PERFORMANC E STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

UNIT 2: WRITING FROM NOTES Week 2 Page 17-26

California Content Standards
Language Arts
Grade **6** - Adopted: **2013**

CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANC E STANDARD / MODE		**Key Ideas and Details**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.C CRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.C CRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANC E STANDARD / MODE		**Craft and Structure**

EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.R.	College and Career Readiness Anchor Standards for Reading

PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas

EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.R.	College and Career Readiness Anchor Standards for Reading

PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity

EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.

CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.W.	College and Career Readiness Anchor Standards for Writing

PERFORMANCE STANDARD / MODE		Text Types and Purposes

EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.W.	College and Career Readiness Anchor Standards for Writing

PERFORMANCE STANDARD / MODE		Production and Distribution of Writing

EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Research to Build and Present Knowledge**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy. CCRA.SL.	College and Career Readiness Anchor Standards for Speaking and Listening
PERFORMANCE STANDARD / MODE		**Presentation of Knowledge and Ideas**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.SL.4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.SL.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		**Conventions of Standard English**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		**Knowledge of Language**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**

EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.RI.6.**	**Reading Standards for Informational Text**
PERFORMANCE STANDARD / MODE		**Key Ideas and Details**
EXPECTATION / SUBSTRAND	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
EXPECTATION / SUBSTRAND	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.
EXPECTATION / SUBSTRAND	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
CONTENT STANDARD / DOMAIN / PART	**CA.CC.RI.6.**	**Reading Standards for Informational Text**
PERFORMANCE STANDARD / MODE		**Craft and Structure**
EXPECTATION / SUBSTRAND	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (See grade 6 Language standards 4–6 for additional expectations.) CA
CONTENT STANDARD / DOMAIN / PART	**CA.CC.RI.6.**	**Reading Standards for Informational Text**
PERFORMANCE STANDARD / MODE		**Integration of Knowledge and Ideas**
EXPECTATION / SUBSTRAND	RI.6.7.	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.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.6.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	**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.**

FOUNDATION / PROFICIENCY LEVEL	W.6.2.a.	Introduce a topic or thesis statement; 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. CA
FOUNDATION / PROFICIENCY LEVEL	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
FOUNDATION / PROFICIENCY LEVEL	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 6.	Writing Standards
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	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.)
EXPECTATION / SUBSTRAND	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.)
EXPECTATION / SUBSTRAND	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.

CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 6.	Writing Standards
PERFORMANCE STANDARD / MODE		**Research to Build and Present Knowledge**
EXPECTATION / SUBSTRAND	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 6.	Writing Standards
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .6.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**

EXPECTATION / SUBSTRAND	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
FOUNDATION / PROFICIENCY LEVEL	SL.6.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
FOUNDATION / PROFICIENCY LEVEL	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
FOUNDATION / PROFICIENCY LEVEL	SL.6.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

CONTENT STANDARD / DOMAIN / PART	CA.CC.SL.6.	Speaking and Listening Standards

PERFORMANCE STANDARD / MODE		Presentation of Knowledge and Ideas
EXPECTATION / SUBSTRAND	SL.6.4.	Present claims and findings (e.g., argument, narrative, informative, response to literature presentations), sequencing ideas logically and using pertinent descriptions, facts, and details and nonverbal elements to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.CA
FOUNDATION / PROFICIENCY LEVEL	SL.6.4.a.	Plan and deliver an informative/explanatory presentation that: develops a topic with relevant facts, definitions, and concrete details; uses appropriate transitions to clarify relationships; uses precise language and domain specific vocabulary; and provides a strong conclusion. CA

CONTENT STANDARD / DOMAIN / PART	CA.CC.SL.6.	Speaking and Listening Standards

PERFORMANCE STANDARD / MODE		Presentation of Knowledge and Ideas
EXPECTATION / SUBSTRAND	SL.6.6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)

CONTENT STANDARD / DOMAIN / PART	CA.CC.L.6.	Language Standards

PERFORMANCE STANDARD / MODE		Conventions of Standards English
EXPECTATION / SUBSTRAND	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
FOUNDATION / PROFICIENCY LEVEL	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
FOUNDATION / PROFICIENCY LEVEL	L.6.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 6.	Language Standards

PERFORMANCE STANDARD / MODE		Conventions of Standards English
EXPECTATION / SUBSTRAND	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

FOUNDATION / PROFICIENCY LEVEL	L.6.2.b.	Spell correctly.

CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 6.	Language Standards

PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

FOUNDATION / PROFICIENCY LEVEL	L.6.4.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.
FOUNDATION / PROFICIENCY LEVEL	L.6.4.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).

CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 6.	Language Standards

PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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California Content Standards

Language Arts

Grade **6** - Adopted: **2013**

CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.R.	College and Career Readiness Anchor Standards for Reading

PERFORMANCE STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Craft and Structure**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Integration of Knowledge and Ideas**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Range of Reading and Level of Text Complexity**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANCE STANDARD / MODE		**Research to Build and Present Knowledge**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.

CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.SL.	College and Career Readiness Anchor Standards for Speaking and Listening
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.SL.	College and Career Readiness Anchor Standards for Speaking and Listening
PERFORMANCE STANDARD / MODE		**Presentation of Knowledge and Ideas**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.SL.4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.SL.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		**Conventions of Standard English**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		**Knowledge of Language**

EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.RI.6.**	**Reading Standards for Informational Text**
PERFORMANCE STANDARD / MODE		**Key Ideas and Details**
EXPECTATION / SUBSTRAND	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
EXPECTATION / SUBSTRAND	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.
EXPECTATION / SUBSTRAND	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
CONTENT STANDARD / DOMAIN / PART	**CA.CC.RI.6.**	**Reading Standards for Informational Text**
PERFORMANCE STANDARD / MODE		**Craft and Structure**
EXPECTATION / SUBSTRAND	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (See grade 6 Language standards 4–6 for additional expectations.) CA
CONTENT STANDARD / DOMAIN / PART	**CA.CC.RI.6.**	**Reading Standards for Informational Text**
PERFORMANCE STANDARD / MODE		**Integration of Knowledge and Ideas**
EXPECTATION / SUBSTRAND	RI.6.7.	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.

CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 6.	Writing Standards

PERFORMANCE STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	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.
FOUNDATION / PROFICIENCY LEVEL	W.6.2.a.	Introduce a topic or thesis statement; 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. CA
FOUNDATION / PROFICIENCY LEVEL	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
FOUNDATION / PROFICIENCY LEVEL	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 6.	Writing Standards

PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	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.)
EXPECTATION / SUBSTRAND	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.)
EXPECTATION / SUBSTRAND	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.

CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 6.	Writing Standards

PERFORMANCE STANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 6.	Writing Standards

PERFORMANCE STANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .6.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	SL.6.1.	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
FOUNDATION / PROFICIENCY LEVEL	SL.6.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
FOUNDATION / PROFICIENCY LEVEL	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
FOUNDATION / PROFICIENCY LEVEL	SL.6.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .6.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		**Presentation of Knowledge and Ideas**
EXPECTATION / SUBSTRAND	SL.6.4.	**Present claims and findings (e.g., argument, narrative, informative, response to literature presentations), sequencing ideas logically and using pertinent descriptions, facts, and details and nonverbal elements to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.CA**
FOUNDATION / PROFICIENCY LEVEL	SL.6.4.a.	Plan and deliver an informative/explanatory presentation that: develops a topic with relevant facts, definitions, and concrete details; uses appropriate transitions to clarify relationships; uses precise language and domain specific vocabulary; and provides a strong conclusion. CA

CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .6.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		**Presentation of Knowledge and Ideas**
EXPECTATION / SUBSTRAND	SL.6.6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)

CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 6.	Language Standards
PERFORMANCE STANDARD / MODE		**Conventions of Standards English**
EXPECTATION / SUBSTRAND	L.6.1.	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
FOUNDATION / PROFICIENCY LEVEL	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

FOUNDATION / PROFICIENCY LEVEL	L.6.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 6.	Language Standards

PERFORMANC E STANDARD / MODE		**Conventions of Standards English**
EXPECTATION / SUBSTRAND	**L.6.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

FOUNDATION / PROFICIENCY LEVEL	L.6.2.b.	Spell correctly.

CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 6.	Language Standards

PERFORMANC E STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	**L.6.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.**

FOUNDATION / PROFICIENCY LEVEL	L.6.4.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.

FOUNDATION / PROFICIENCY LEVEL	L.6.4.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).

CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 6.	Language Standards

PERFORMANC E STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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California Content Standards

Language Arts

Grade **6** - Adopted: **2013**

CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading

PERFORMANCE STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.6	Assess how point of view or purpose shapes the content and style of a text.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**

PERFORMANC E STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.W.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

CONTENT STANDARD / DOMAIN / PART	CCSS.EL A-Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing

PERFORMANC E STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.W.6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

CONTENT STANDARD / DOMAIN / PART	CCSS.EL A-Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing

PERFORMANC E STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.W.1 0	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CONTENT STANDARD / DOMAIN / PART	CCSS.EL A-Literacy. CCRA.SL.	College and Career Readiness Anchor Standards for Speaking and Listening

PERFORMANC E STANDARD / MODE		**Comprehension and Collaboration**

EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.SL.	College and Career Readiness Anchor Standards for Speaking and Listening

PERFORMANCE STANDARD / MODE		Presentation of Knowledge and Ideas
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.SL.4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.SL.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.L.	College and Career Readiness Anchor Standards for Language

PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.L.	College and Career Readiness Anchor Standards for Language

PERFORMANCE STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.L.	College and Career Readiness Anchor Standards for Language

PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

CONTENT STANDARD / DOMAIN / PART	CA.CC.RL.6.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	RL.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
EXPECTATION / SUBSTRAND	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.
EXPECTATION / SUBSTRAND	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.

CONTENT STANDARD / DOMAIN / PART	CA.CC.RL.6.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	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. (See grade 6 Language standards 4–6 for additional expectations.) CA
EXPECTATION / SUBSTRAND	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.
EXPECTATION / SUBSTRAND	RL.6.6.	Explain how an author develops the point of view of the narrator or speaker in a text.

CONTENT STANDARD / DOMAIN / PART	CA.CC.RL.6.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	RL.6.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 6.	Writing Standards

PERFORMANCE STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	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.**
FOUNDATION / PROFICIENCY LEVEL	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 6.	Writing Standards

PERFORMANCE STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	W.6.3.	**Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
FOUNDATION / PROFICIENCY LEVEL	W.6.3.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.
FOUNDATION / PROFICIENCY LEVEL	W.6.3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
FOUNDATION / PROFICIENCY LEVEL	W.6.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
FOUNDATION / PROFICIENCY LEVEL	W.6.3.e.	Provide a conclusion that follows from the narrated experiences or events.

CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 6.	Writing Standards

PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	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.)
EXPECTATION / SUBSTRAND	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.)
EXPECTATION / SUBSTRAND	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.

CONTENT STANDARD / DOMAIN / PART	CA.CC.W. Writing Standards 6.	
PERFORMANCE STANDARD / MODE		**Research to Build and Present Knowledge**
EXPECTATION / SUBSTRAND	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.

CONTENT STANDARD / DOMAIN / PART	CA.CC.W. Writing Standards 6.	
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CONTENT STANDARD / DOMAIN / PART	CA.CC.SL Speaking and Listening Standards .6.	
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	**SL.6.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
FOUNDATION / PROFICIENCY LEVEL	SL.6.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
FOUNDATION / PROFICIENCY LEVEL	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
FOUNDATION / PROFICIENCY LEVEL	SL.6.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

CONTENT STANDARD / DOMAIN / PART	CA.CC.SL Speaking and Listening Standards .6.	
PERFORMANCE STANDARD / MODE		**Presentation of Knowledge and Ideas**
EXPECTATION / SUBSTRAND	**SL.6.4.**	**Present claims and findings (e.g., argument, narrative, informative, response to literature presentations), sequencing ideas logically and using pertinent descriptions, facts, and details and nonverbal elements to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.CA**
FOUNDATION / PROFICIENCY LEVEL	SL.6.4.a.	Plan and deliver an informative/explanatory presentation that: develops a topic with relevant facts, definitions, and concrete details; uses appropriate transitions to clarify relationships; uses precise language and domain specific vocabulary; and provides a strong conclusion. CA

CONTENT STANDARD / DOMAIN / PART	CA.CC.SL.6.	Speaking and Listening Standards

PERFORMANCE STANDARD / MODE		Presentation of Knowledge and Ideas
EXPECTATION / SUBSTRAND	SL.6.6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)

CONTENT STANDARD / DOMAIN / PART	CA.CC.L.6.	Language Standards

PERFORMANCE STANDARD / MODE		Conventions of Standards English
EXPECTATION / SUBSTRAND	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
FOUNDATION / PROFICIENCY LEVEL	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
FOUNDATION / PROFICIENCY LEVEL	L.6.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

CONTENT STANDARD / DOMAIN / PART	CA.CC.L.6.	Language Standards

PERFORMANCE STANDARD / MODE		Conventions of Standards English
EXPECTATION / SUBSTRAND	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOUNDATION / PROFICIENCY LEVEL	L.6.2.b.	Spell correctly.

CONTENT STANDARD / DOMAIN / PART	CA.CC.L.6.	Language Standards

PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
FOUNDATION / PROFICIENCY LEVEL	L.6.4.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.
FOUNDATION / PROFICIENCY LEVEL	L.6.4.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).

CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 6.	Language Standards
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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California Content Standards

Language Arts

Grade **6** - Adopted: **2013**

CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.6	Assess how point of view or purpose shapes the content and style of a text.

CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas

EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**

PERFORMANCE STANDARD / MODE		**Range of Reading and Level of Text Complexity**

EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**

PERFORMANCE STANDARD / MODE		**Text Types and Purposes**

EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**

PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**

EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**

PERFORMANCE STANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.SL.	College and Career Readiness Anchor Standards for Speaking and Listening

PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.SL.	College and Career Readiness Anchor Standards for Speaking and Listening

PERFORMANCE STANDARD / MODE		Presentation of Knowledge and Ideas
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.SL.4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.SL.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.L.	College and Career Readiness Anchor Standards for Language

PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		**Knowledge of Language**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

CONTENT STANDARD / DOMAIN / PART	CA.CC.RL.6.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		**Key Ideas and Details**
EXPECTATION / SUBSTRAND	RL.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
EXPECTATION / SUBSTRAND	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.
EXPECTATION / SUBSTRAND	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.

CONTENT STANDARD / DOMAIN / PART	CA.CC.RL.6.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		**Craft and Structure**
EXPECTATION / SUBSTRAND	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. (See grade 6 Language standards 4–6 for additional expectations.) CA

EXPECTATION / SUBSTRAND	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.
EXPECTATION / SUBSTRAND	RL.6.6.	Explain how an author develops the point of view of the narrator or speaker in a text.

CONTENT STANDARD / DOMAIN / PART	CA.CC.RL.6.	Reading Standards for Literature

PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	RL.6.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CONTENT STANDARD / DOMAIN / PART	CA.CC.W.6.	Writing Standards

PERFORMANCE STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	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.
FOUNDATION / PROFICIENCY LEVEL	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

CONTENT STANDARD / DOMAIN / PART	CA.CC.W.6.	Writing Standards

PERFORMANCE STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	W.6.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
FOUNDATION / PROFICIENCY LEVEL	W.6.3.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.
FOUNDATION / PROFICIENCY LEVEL	W.6.3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
FOUNDATION / PROFICIENCY LEVEL	W.6.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
FOUNDATION / PROFICIENCY LEVEL	W.6.3.e.	Provide a conclusion that follows from the narrated experiences or events.

CONTENT STANDARD / DOMAIN / PART	CA.CC.W.6.	Writing Standards

PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	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.)
EXPECTATION / SUBSTRAND	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.)
EXPECTATION / SUBSTRAND	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.

CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 6.	Writing Standards

PERFORMANCE STANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	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.

CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 6.	Writing Standards

PERFORMANCE STANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .6.	Speaking and Listening Standards

PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	SL.6.1.	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
FOUNDATION / PROFICIENCY LEVEL	SL.6.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
FOUNDATION / PROFICIENCY LEVEL	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
FOUNDATION / PROFICIENCY LEVEL	SL.6.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .6.	Speaking and Listening Standards

PERFORMANCE STANDARD / MODE		Presentation of Knowledge and Ideas
EXPECTATION / SUBSTRAND	SL.6.4.	Present claims and findings (e.g., argument, narrative, informative, response to literature presentations), sequencing ideas logically and using pertinent descriptions, facts, and details and nonverbal elements to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.CA
FOUNDATION / PROFICIENCY LEVEL	SL.6.4.a.	Plan and deliver an informative/explanatory presentation that: develops a topic with relevant facts, definitions, and concrete details; uses appropriate transitions to clarify relationships; uses precise language and domain specific vocabulary; and provides a strong conclusion. CA

CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .6.	Speaking and Listening Standards

PERFORMANCE STANDARD / MODE		Presentation of Knowledge and Ideas
EXPECTATION / SUBSTRAND	SL.6.6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)

CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 6.	Language Standards

PERFORMANCE STANDARD / MODE		Conventions of Standards English
EXPECTATION / SUBSTRAND	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
FOUNDATION / PROFICIENCY LEVEL	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
FOUNDATION / PROFICIENCY LEVEL	L.6.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 6.	Language Standards

PERFORMANCE STANDARD / MODE		Conventions of Standards English
EXPECTATION / SUBSTRAND	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOUNDATION / PROFICIENCY LEVEL	L.6.2.b.	Spell correctly.

CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 6.	Language Standards

PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	**L.6.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.**
FOUNDATION / PROFICIENCY LEVEL	L.6.4.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.
FOUNDATION / PROFICIENCY LEVEL	L.6.4.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).

CONTENT STANDARD / DOMAIN / PART	CA.CC.L.6.	Language Standards

PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

UNIT 3: RETELLING NARRATIVE STORIES Week 6 Page 53-60

California Content Standards
Language Arts
Grade **6** - Adopted: **2013**

CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.R.	College and Career Readiness Anchor Standards for Reading

PERFORMANCE STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.R.	College and Career Readiness Anchor Standards for Reading

PERFORMANCE STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.6	Assess how point of view or purpose shapes the content and style of a text.

CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		**Integration of Knowledge and Ideas**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		**Range of Reading and Level of Text Complexity**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.

CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.W.	College and Career Readiness Anchor Standards for Writing

PERFORMANCE STANDARD / MODE		Range of Writing

EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.SL.	College and Career Readiness Anchor Standards for Speaking and Listening

PERFORMANCE STANDARD / MODE		Comprehension and Collaboration

EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.SL.	College and Career Readiness Anchor Standards for Speaking and Listening

PERFORMANCE STANDARD / MODE		Presentation of Knowledge and Ideas

EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.SL.4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.SL.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.L.	College and Career Readiness Anchor Standards for Language

PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.L.	College and Career Readiness Anchor Standards for Language

PERFORMANCE STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.L.	College and Career Readiness Anchor Standards for Language

PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

CONTENT STANDARD / DOMAIN / PART	CA.CC.RL.6.	Reading Standards for Literature

PERFORMANCE STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	RL.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
EXPECTATION / SUBSTRAND	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.

EXPECTATION / SUBSTRAND	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.

CONTENT STANDARD / DOMAIN / PART	**CA.CC.R L.6.**	**Reading Standards for Literature**

PERFORMANC E STANDARD / MODE		**Craft and Structure**

EXPECTATION / SUBSTRAND	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. (See grade 6 Language standards 4–6 for additional expectations.) CA

EXPECTATION / SUBSTRAND	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.

EXPECTATION / SUBSTRAND	RL.6.6.	Explain how an author develops the point of view of the narrator or speaker in a text.

CONTENT STANDARD / DOMAIN / PART	**CA.CC.R L.6.**	**Reading Standards for Literature**

PERFORMANC E STANDARD / MODE		**Range of Reading and Level of Text Complexity**

EXPECTATION / SUBSTRAND	RL.6.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CONTENT STANDARD / DOMAIN / PART	**CA.CC.W. 6.**	**Writing Standards**

PERFORMANC E STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	**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.**
FOUNDATION / PROFICIENCY LEVEL	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

CONTENT STANDARD / DOMAIN / PART	**CA.CC.W. 6.**	**Writing Standards**

PERFORMANC E STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	**W.6.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
FOUNDATION / PROFICIENCY LEVEL	W.6.3.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.

FOUNDATION / PROFICIENCY LEVEL	W.6.3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
FOUNDATION / PROFICIENCY LEVEL	W.6.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
FOUNDATION / PROFICIENCY LEVEL	W.6.3.e.	Provide a conclusion that follows from the narrated experiences or events.

CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 6.	Writing Standards
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	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.)
EXPECTATION / SUBSTRAND	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.)
EXPECTATION / SUBSTRAND	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.

CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 6.	Writing Standards
PERFORMANCE STANDARD / MODE		**Research to Build and Present Knowledge**
EXPECTATION / SUBSTRAND	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.

CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 6.	Writing Standards
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .6.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**

EXPECTATION / SUBSTRAND	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
FOUNDATION / PROFICIENCY LEVEL	SL.6.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
FOUNDATION / PROFICIENCY LEVEL	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
FOUNDATION / PROFICIENCY LEVEL	SL.6.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .6.	Speaking and Listening Standards

PERFORMANCE STANDARD / MODE		Presentation of Knowledge and Ideas
EXPECTATION / SUBSTRAND	SL.6.4.	Present claims and findings (e.g., argument, narrative, informative, response to literature presentations), sequencing ideas logically and using pertinent descriptions, facts, and details and nonverbal elements to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.CA
FOUNDATION / PROFICIENCY LEVEL	SL.6.4.a.	Plan and deliver an informative/explanatory presentation that: develops a topic with relevant facts, definitions, and concrete details; uses appropriate transitions to clarify relationships; uses precise language and domain specific vocabulary; and provides a strong conclusion. CA

CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .6.	Speaking and Listening Standards

PERFORMANCE STANDARD / MODE		Presentation of Knowledge and Ideas
EXPECTATION / SUBSTRAND	SL.6.6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)

CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 6.	Language Standards

PERFORMANCE STANDARD / MODE		Conventions of Standards English
EXPECTATION / SUBSTRAND	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
FOUNDATION / PROFICIENCY LEVEL	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
FOUNDATION / PROFICIENCY LEVEL	L.6.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 6.	Language Standards
PERFORMANCE STANDARD / MODE		**Conventions of Standards English**
EXPECTATION / SUBSTRAND	L.6.2.	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
FOUNDATION / PROFICIENCY LEVEL	L.6.2.b.	Spell correctly.

CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 6.	Language Standards
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	L.6.4.	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.**
FOUNDATION / PROFICIENCY LEVEL	L.6.4.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.
FOUNDATION / PROFICIENCY LEVEL	L.6.4.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).

CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 6.	Language Standards
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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California Content Standards

Language Arts

Grade **6** - Adopted: **2013**

CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		**Key Ideas and Details**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**

PERFORMANCE STANDARD / MODE		**Craft and Structure**

EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**

PERFORMANCE STANDARD / MODE		**Integration of Knowledge and Ideas**

EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**

PERFORMANCE STANDARD / MODE		**Range of Reading and Level of Text Complexity**

EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**

PERFORMANCE STANDARD / MODE		**Text Types and Purposes**

EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANCE STANDARD / MODE		**Research to Build and Present Knowledge**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.SL.	College and Career Readiness Anchor Standards for Speaking and Listening
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		**Conventions of Standard English**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		**Knowledge of Language**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

CONTENT STANDARD / DOMAIN / PART	CA.CC.RI.6.	Reading Standards for Informational Text

PERFORMANCE STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
EXPECTATION / SUBSTRAND	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.
EXPECTATION / SUBSTRAND	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

CONTENT STANDARD / DOMAIN / PART	CA.CC.RI.6.	Reading Standards for Informational Text

PERFORMANCE STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (See grade 6 Language standards 4–6 for additional expectations.) CA

CONTENT STANDARD / DOMAIN / PART	CA.CC.RI.6.	Reading Standards for Informational Text

PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	RI.6.7.	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.

CONTENT STANDARD / DOMAIN / PART	CA.CC.W.6.	Writing Standards

PERFORMANCE STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	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.
FOUNDATION / PROFICIENCY LEVEL	W.6.2.a.	Introduce a topic or thesis statement; 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. CA
FOUNDATION / PROFICIENCY LEVEL	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
FOUNDATION / PROFICIENCY LEVEL	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

CONTENT STANDARD / DOMAIN / PART	CA.CC.W.6.	Writing Standards

PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	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.)
EXPECTATION / SUBSTRAND	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.)
EXPECTATION / SUBSTRAND	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.

CONTENT STANDARD / DOMAIN / PART	**CA.CC.W. 6.**	**Writing Standards**

PERFORMANCE STANDARD / MODE		**Research to Build and Present Knowledge**
EXPECTATION / SUBSTRAND	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
EXPECTATION / SUBSTRAND	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.

CONTENT STANDARD / DOMAIN / PART	**CA.CC.W. 6.**	**Writing Standards**

PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CONTENT STANDARD / DOMAIN / PART	**CA.CC.SL .6.**	**Speaking and Listening Standards**

PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	**SL.6.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
FOUNDATION / PROFICIENCY LEVEL	SL.6.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
FOUNDATION / PROFICIENCY LEVEL	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

FOUNDATION / PROFICIENCY LEVEL	SL.6.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 6.	Language Standards

PERFORMANC E STANDARD / MODE		Conventions of Standards English
EXPECTATION / SUBSTRAND	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

FOUNDATION / PROFICIENCY LEVEL	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

FOUNDATION / PROFICIENCY LEVEL	L.6.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 6.	Language Standards

PERFORMANC E STANDARD / MODE		Conventions of Standards English
EXPECTATION / SUBSTRAND	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

FOUNDATION / PROFICIENCY LEVEL	L.6.2.b.	Spell correctly.

CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 6.	Language Standards

PERFORMANC E STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

FOUNDATION / PROFICIENCY LEVEL	L.6.4.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.

FOUNDATION / PROFICIENCY LEVEL	L.6.4.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).

CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 6.	Language Standards

PERFORMANC E STANDARD / MODE		Vocabulary Acquisition and Use

EXPECTATION / SUBSTRAND	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

California Content Standards
Language Arts
Grade **6** - Adopted: **2013**

CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		**Key Ideas and Details**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		**Craft and Structure**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		**Integration of Knowledge and Ideas**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		**Range of Reading and Level of Text Complexity**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.

CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANCE STANDARD / MODE		**Research to Build and Present Knowledge**

EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**

PERFORMANCE STANDARD / MODE		**Range of Writing**

EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**

PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**

EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**

PERFORMANCE STANDARD / MODE		**Conventions of Standard English**

EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**

PERFORMANCE STANDARD / MODE		**Knowledge of Language**

EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.RI.6.**	**Reading Standards for Informational Text**
PERFORMANCE STANDARD / MODE		**Key Ideas and Details**
EXPECTATION / SUBSTRAND	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
EXPECTATION / SUBSTRAND	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.
EXPECTATION / SUBSTRAND	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
CONTENT STANDARD / DOMAIN / PART	**CA.CC.RI.6.**	**Reading Standards for Informational Text**
PERFORMANCE STANDARD / MODE		**Craft and Structure**
EXPECTATION / SUBSTRAND	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (See grade 6 Language standards 4–6 for additional expectations.) CA
CONTENT STANDARD / DOMAIN / PART	**CA.CC.RI.6.**	**Reading Standards for Informational Text**
PERFORMANCE STANDARD / MODE		**Integration of Knowledge and Ideas**
EXPECTATION / SUBSTRAND	RI.6.7.	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.

CONTENT STANDARD / DOMAIN / PART	CA.CC.W. Writing Standards 6.	

PERFORMANCE STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	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.
FOUNDATION / PROFICIENCY LEVEL	W.6.2.a.	Introduce a topic or thesis statement; 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. CA
FOUNDATION / PROFICIENCY LEVEL	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
FOUNDATION / PROFICIENCY LEVEL	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

CONTENT STANDARD / DOMAIN / PART	CA.CC.W. Writing Standards 6.	

PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	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.)
EXPECTATION / SUBSTRAND	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.)
EXPECTATION / SUBSTRAND	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.

CONTENT STANDARD / DOMAIN / PART	CA.CC.W. Writing Standards 6.	

PERFORMANCE STANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
EXPECTATION / SUBSTRAND	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.

CONTENT STANDARD / DOMAIN / PART	CA.CC.W. Writing Standards 6.	

PERFORMANCE STANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .6.	Speaking and Listening Standards

PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
FOUNDATION / PROFICIENCY LEVEL	SL.6.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
FOUNDATION / PROFICIENCY LEVEL	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
FOUNDATION / PROFICIENCY LEVEL	SL.6.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 6.	Language Standards

PERFORMANCE STANDARD / MODE		Conventions of Standards English
EXPECTATION / SUBSTRAND	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
FOUNDATION / PROFICIENCY LEVEL	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
FOUNDATION / PROFICIENCY LEVEL	L.6.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 6.	Language Standards

PERFORMANCE STANDARD / MODE		Conventions of Standards English
EXPECTATION / SUBSTRAND	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOUNDATION / PROFICIENCY LEVEL	L.6.2.b.	Spell correctly.

CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 6.	Language Standards
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	**L.6.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.**
FOUNDATION / PROFICIENCY LEVEL	L.6.4.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.
FOUNDATION / PROFICIENCY LEVEL	L.6.4.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).

CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 6.	Language Standards
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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California Content Standards
Language Arts
Grade **6** - Adopted: **2013**

CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		**Key Ideas and Details**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		**Craft and Structure**

EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Integration of Knowledge and Ideas**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Range of Reading and Level of Text Complexity**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**

EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANC E STANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANC E STANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.1 0	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.SL.	College and Career Readiness Anchor Standards for Speaking and Listening
PERFORMANC E STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		**Conventions of Standard English**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		**Knowledge of Language**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

CONTENT STANDARD / DOMAIN / PART	CA.CC.RI.6.	Reading Standards for Informational Text
PERFORMANCE STANDARD / MODE		**Key Ideas and Details**
EXPECTATION / SUBSTRAND	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
EXPECTATION / SUBSTRAND	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.
EXPECTATION / SUBSTRAND	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

CONTENT STANDARD / DOMAIN / PART	CA.CC.RI.6.	Reading Standards for Informational Text
PERFORMANCE STANDARD / MODE		**Craft and Structure**
EXPECTATION / SUBSTRAND	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (See grade 6 Language standards 4–6 for additional expectations.) CA

CONTENT STANDARD / DOMAIN / PART	CA.CC.RI.6.	Reading Standards for Informational Text
PERFORMANCE STANDARD / MODE		**Integration of Knowledge and Ideas**
EXPECTATION / SUBSTRAND	RI.6.7.	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.

CONTENT STANDARD / DOMAIN / PART	CA.CC.W.6.	Writing Standards
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	**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.**
FOUNDATION / PROFICIENCY LEVEL	W.6.2.a.	Introduce a topic or thesis statement; 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. CA
FOUNDATION / PROFICIENCY LEVEL	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
FOUNDATION / PROFICIENCY LEVEL	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

CONTENT STANDARD / DOMAIN / PART	CA.CC.W.6.	Writing Standards
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	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.)
EXPECTATION / SUBSTRAND	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.)
EXPECTATION / SUBSTRAND	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.

CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 6.	Writing Standards
PERFORMANCE STANDARD / MODE		**Research to Build and Present Knowledge**
EXPECTATION / SUBSTRAND	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
EXPECTATION / SUBSTRAND	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.

CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 6.	Writing Standards
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .6.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	SL.6.1.	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
FOUNDATION / PROFICIENCY LEVEL	SL.6.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
FOUNDATION / PROFICIENCY LEVEL	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
FOUNDATION / PROFICIENCY LEVEL	SL.6.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 6.	Language Standards
PERFORMANCE STANDARD / MODE		**Conventions of Standards English**
EXPECTATION / SUBSTRAND	L.6.1.	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
FOUNDATION / PROFICIENCY LEVEL	L.6.1.c.	Recognize and correct inappropriate shifts in pronoun number and person.

FOUNDATION / PROFICIENCY LEVEL	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

FOUNDATION / PROFICIENCY LEVEL	L.6.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 6.	Language Standards

PERFORMANCE STANDARD / MODE		Conventions of Standards English
EXPECTATION / SUBSTRAND	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

FOUNDATION / PROFICIENCY LEVEL	L.6.2.b.	Spell correctly.

CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 6.	Language Standards

PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

FOUNDATION / PROFICIENCY LEVEL	L.6.4.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.

FOUNDATION / PROFICIENCY LEVEL	L.6.4.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).

CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 6.	Language Standards

PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.

CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.W.	College and Career Readiness Anchor Standards for Writing

PERFORMANCE STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANCE STANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANCE STANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		**Conventions of Standard English**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		**Knowledge of Language**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

CONTENT STANDARD / DOMAIN / PART	CA.CC.RI.6.	Reading Standards for Informational Text
PERFORMANCE STANDARD / MODE		**Key Ideas and Details**
EXPECTATION / SUBSTRAND	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
EXPECTATION / SUBSTRAND	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.
EXPECTATION / SUBSTRAND	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

CONTENT STANDARD / DOMAIN / PART	CA.CC.RI.6.	Reading Standards for Informational Text
PERFORMANCE STANDARD / MODE		**Craft and Structure**
EXPECTATION / SUBSTRAND	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (See grade 6 Language standards 4–6 for additional expectations.) CA

CONTENT STANDARD / DOMAIN / PART	CA.CC.RI.6.	Reading Standards for Informational Text
PERFORMANCE STANDARD / MODE		**Integration of Knowledge and Ideas**
EXPECTATION / SUBSTRAND	RI.6.7.	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.

CONTENT STANDARD / DOMAIN / PART	CA.CC.W.6.	Writing Standards
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	**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.**
FOUNDATION / PROFICIENCY LEVEL	W.6.2.a.	Introduce a topic or thesis statement; 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. CA
FOUNDATION / PROFICIENCY LEVEL	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
FOUNDATION / PROFICIENCY LEVEL	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

CONTENT STANDARD / DOMAIN / PART	CA.CC.W.6.	Writing Standards
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	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.)
EXPECTATION / SUBSTRAND	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.)
EXPECTATION / SUBSTRAND	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.

CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 6.	Writing Standards

PERFORMANCE STANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 6.	Writing Standards

PERFORMANCE STANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 6.	Language Standards

PERFORMANCE STANDARD / MODE		Conventions of Standards English
EXPECTATION / SUBSTRAND	**L.6.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
FOUNDATION / PROFICIENCY LEVEL	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
FOUNDATION / PROFICIENCY LEVEL	L.6.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 6.	Language Standards

PERFORMANCE STANDARD / MODE		Conventions of Standards English
EXPECTATION / SUBSTRAND	**L.6.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
FOUNDATION / PROFICIENCY LEVEL	L.6.2.b.	Spell correctly.

CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 6.	Language Standards

PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	**L.6.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.**

FOUNDATION / PROFICIENCY LEVEL	L.6.4.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.
FOUNDATION / PROFICIENCY LEVEL	L.6.4.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.
FOUNDATION / PROFICIENCY LEVEL	L.6.4.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).

CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 6.	**Language Standards**
PERFORMANC E STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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California Content Standards

Language Arts

Grade **6** - Adopted: **2013**

CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.R.	**College and Career Readiness Anchor Standards for Reading**
PERFORMANC E STANDARD / MODE		**Key Ideas and Details**
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.R.	**College and Career Readiness Anchor Standards for Reading**
PERFORMANC E STANDARD / MODE		**Craft and Structure**
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		**Integration of Knowledge and Ideas**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		**Range of Reading and Level of Text Complexity**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.

CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**

PERFORMANCE STANDARD / MODE		**Research to Build and Present Knowledge**

EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**

PERFORMANCE STANDARD / MODE		**Range of Writing**

EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**

PERFORMANCE STANDARD / MODE		**Conventions of Standard English**

EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**

PERFORMANCE STANDARD / MODE		**Knowledge of Language**

EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

CONTENT STANDARD / DOMAIN / PART	CA.CC.RI.6.	Reading Standards for Informational Text
PERFORMANCE STANDARD / MODE		**Key Ideas and Details**
EXPECTATION / SUBSTRAND	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
EXPECTATION / SUBSTRAND	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.
EXPECTATION / SUBSTRAND	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

CONTENT STANDARD / DOMAIN / PART	CA.CC.RI.6.	Reading Standards for Informational Text
PERFORMANCE STANDARD / MODE		**Craft and Structure**
EXPECTATION / SUBSTRAND	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (See grade 6 Language standards 4–6 for additional expectations.) CA

CONTENT STANDARD / DOMAIN / PART	CA.CC.RI.6.	Reading Standards for Informational Text
PERFORMANCE STANDARD / MODE		**Integration of Knowledge and Ideas**
EXPECTATION / SUBSTRAND	RI.6.7.	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.

CONTENT STANDARD / DOMAIN / PART	CA.CC.W.6.	Writing Standards

PERFORMANCE STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	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.
FOUNDATION / PROFICIENCY LEVEL	W.6.2.a.	Introduce a topic or thesis statement; 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. CA
FOUNDATION / PROFICIENCY LEVEL	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
FOUNDATION / PROFICIENCY LEVEL	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

CONTENT STANDARD / DOMAIN / PART	CA.CC.W.6.	Writing Standards

PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	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.)
EXPECTATION / SUBSTRAND	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.)
EXPECTATION / SUBSTRAND	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.

CONTENT STANDARD / DOMAIN / PART	CA.CC.W.6.	Writing Standards

PERFORMANCE STANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

CONTENT STANDARD / DOMAIN / PART	CA.CC.W.6.	Writing Standards

PERFORMANCE STANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CONTENT STANDARD / DOMAIN / PART	CA.CC.L.6.	Language Standards

PERFORMANC E STANDARD / MODE		Conventions of Standards English
EXPECTATION / SUBSTRAND	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
FOUNDATION / PROFICIENCY LEVEL	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
FOUNDATION / PROFICIENCY LEVEL	L.6.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 6.	Language Standards

PERFORMANC E STANDARD / MODE		Conventions of Standards English
EXPECTATION / SUBSTRAND	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOUNDATION / PROFICIENCY LEVEL	L.6.2.b.	Spell correctly.

CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 6.	Language Standards

PERFORMANC E STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
FOUNDATION / PROFICIENCY LEVEL	L.6.4.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.
FOUNDATION / PROFICIENCY LEVEL	L.6.4.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).

CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 6.	Language Standards

PERFORMANC E STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		**Key Ideas and Details**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		**Craft and Structure**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		**Integration of Knowledge and Ideas**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		**Range of Reading and Level of Text Complexity**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.

CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.W.	College and Career Readiness Anchor Standards for Writing

PERFORMANCE STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANCE STANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language

PERFORMANCE STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language

PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

CONTENT STANDARD / DOMAIN / PART	CA.CC.RL.6.	Reading Standards for Literature

PERFORMANCE STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	RL.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
EXPECTATION / SUBSTRAND	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.
EXPECTATION / SUBSTRAND	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.

CONTENT STANDARD / DOMAIN / PART	CA.CC.RL.6.	Reading Standards for Literature

PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	RL.6.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CONTENT STANDARD / DOMAIN / PART	CA.CC.W. Writing Standards 6.	
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	**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.**
FOUNDATION / PROFICIENCY LEVEL	W.6.2.a.	Introduce a topic or thesis statement; 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. CA

CONTENT STANDARD / DOMAIN / PART	CA.CC.W. Writing Standards 6.	
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	**W.6.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
FOUNDATION / PROFICIENCY LEVEL	W.6.3.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.
FOUNDATION / PROFICIENCY LEVEL	W.6.3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
FOUNDATION / PROFICIENCY LEVEL	W.6.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

CONTENT STANDARD / DOMAIN / PART	CA.CC.W. Writing Standards 6.	
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	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.)
EXPECTATION / SUBSTRAND	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.)
EXPECTATION / SUBSTRAND	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.

CONTENT STANDARD / DOMAIN / PART	CA.CC.W. Writing Standards 6.	
PERFORMANCE STANDARD / MODE		**Range of Writing**

EXPECTATION / SUBSTRAND	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 6.	Language Standards

PERFORMANC E STANDARD / MODE		**Conventions of Standards English**
EXPECTATION / SUBSTRAND	**L.6.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
FOUNDATION / PROFICIENCY LEVEL	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
FOUNDATION / PROFICIENCY LEVEL	L.6.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 6.	Language Standards

PERFORMANC E STANDARD / MODE		**Conventions of Standards English**
EXPECTATION / SUBSTRAND	**L.6.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
FOUNDATION / PROFICIENCY LEVEL	L.6.2.b.	Spell correctly.

CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 6.	Language Standards

PERFORMANC E STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	**L.6.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.**
FOUNDATION / PROFICIENCY LEVEL	L.6.4.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.
FOUNDATION / PROFICIENCY LEVEL	L.6.4.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).

CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 6.	Language Standards

PERFORMANC E STANDARD / MODE		**Vocabulary Acquisition and Use**

EXPECTATION / SUBSTRAND	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		**Key Ideas and Details**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		**Craft and Structure**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		**Integration of Knowledge and Ideas**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**

PERFORMANCE STANDARD / MODE		**Range of Reading and Level of Text Complexity**

EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**

PERFORMANCE STANDARD / MODE		**Text Types and Purposes**

EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**

PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**

EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**

PERFORMANCE STANDARD / MODE		**Research to Build and Present Knowledge**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Conventions of Standard English**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Knowledge of Language**

EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.RI.6.**	**Reading Standards for Informational Text**
PERFORMANCE STANDARD / MODE		**Key Ideas and Details**
EXPECTATION / SUBSTRAND	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
EXPECTATION / SUBSTRAND	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.
EXPECTATION / SUBSTRAND	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
CONTENT STANDARD / DOMAIN / PART	**CA.CC.RI.6.**	**Reading Standards for Informational Text**
PERFORMANCE STANDARD / MODE		**Craft and Structure**
EXPECTATION / SUBSTRAND	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (See grade 6 Language standards 4–6 for additional expectations.) CA
CONTENT STANDARD / DOMAIN / PART	**CA.CC.RI.6.**	**Reading Standards for Informational Text**
PERFORMANCE STANDARD / MODE		**Integration of Knowledge and Ideas**
EXPECTATION / SUBSTRAND	RI.6.7.	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.

EXPECTATION / SUBSTRAND	RI.6.9.	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).

CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 6.	Writing Standards

PERFORMANCE STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	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.**
FOUNDATION / PROFICIENCY LEVEL	W.6.2.a.	Introduce a topic or thesis statement; 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. CA
FOUNDATION / PROFICIENCY LEVEL	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
FOUNDATION / PROFICIENCY LEVEL	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 6.	Writing Standards

PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	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.)
EXPECTATION / SUBSTRAND	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.)
EXPECTATION / SUBSTRAND	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.

CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 6.	Writing Standards

PERFORMANCE STANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
EXPECTATION / SUBSTRAND	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.

CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 6.	Writing Standards

PERFORMANCE STANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	W.6.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
FOUNDATION / PROFICIENCY LEVEL	W.6.9.a.	Apply grade 6 Reading standards 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").

CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 6.	Writing Standards

PERFORMANCE STANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .6.	Speaking and Listening Standards

PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
FOUNDATION / PROFICIENCY LEVEL	SL.6.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
FOUNDATION / PROFICIENCY LEVEL	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
FOUNDATION / PROFICIENCY LEVEL	SL.6.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 6.	Language Standards

PERFORMANCE STANDARD / MODE		Conventions of Standards English
EXPECTATION / SUBSTRAND	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
FOUNDATION / PROFICIENCY LEVEL	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

FOUNDATION / PROFICIENCY LEVEL	L.6.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 6.	**Language Standards**

PERFORMANC E STANDARD / MODE		**Conventions of Standards English**
EXPECTATION / SUBSTRAND	**L.6.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

FOUNDATION / PROFICIENCY LEVEL	L.6.2.b.	Spell correctly.

CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 6.	**Language Standards**

PERFORMANC E STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	**L.6.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.**

FOUNDATION / PROFICIENCY LEVEL	L.6.4.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.

FOUNDATION / PROFICIENCY LEVEL	L.6.4.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).

CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 6.	**Language Standards**

PERFORMANC E STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 14 Page 127-140

California Content Standards

Language Arts

Grade **6** - Adopted: **2013**

CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.R.	**College and Career Readiness Anchor Standards for Reading**

PERFORMANC E STANDARD / MODE		**Key Ideas and Details**

EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

CONTENT STANDARD / DOMAIN / PART	**CCSS.EL A- Literacy. CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANC E STANDARD / MODE		**Craft and Structure**
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

CONTENT STANDARD / DOMAIN / PART	**CCSS.EL A- Literacy. CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANC E STANDARD / MODE		**Integration of Knowledge and Ideas**
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

CONTENT STANDARD / DOMAIN / PART	**CCSS.EL A- Literacy. CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANC E STANDARD / MODE		**Range of Reading and Level of Text Complexity**
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.

CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANCE STANDARD / MODE		**Research to Build and Present Knowledge**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing

PERFORMANCE STANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.SL.	College and Career Readiness Anchor Standards for Speaking and Listening
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

CONTENT STANDARD / DOMAIN / PART	CA.CC.RI.6.	Reading Standards for Informational Text

PERFORMANCE STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
EXPECTATION / SUBSTRAND	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.
EXPECTATION / SUBSTRAND	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

CONTENT STANDARD / DOMAIN / PART	CA.CC.RI.6.	Reading Standards for Informational Text

PERFORMANCE STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (See grade 6 Language standards 4–6 for additional expectations.) CA

CONTENT STANDARD / DOMAIN / PART	CA.CC.RI.6.	Reading Standards for Informational Text

PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	RI.6.7.	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.
EXPECTATION / SUBSTRAND	RI.6.9.	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).

CONTENT STANDARD / DOMAIN / PART	CA.CC.W.6.	Writing Standards

PERFORMANCE STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	**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.**
FOUNDATION / PROFICIENCY LEVEL	W.6.2.a.	Introduce a topic or thesis statement; 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. CA

FOUNDATION / PROFICIENCY LEVEL	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
FOUNDATION / PROFICIENCY LEVEL	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 6.	Writing Standards

PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	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.)
EXPECTATION / SUBSTRAND	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.)
EXPECTATION / SUBSTRAND	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.

CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 6.	Writing Standards

PERFORMANCE STANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
EXPECTATION / SUBSTRAND	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.

CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 6.	Writing Standards

PERFORMANCE STANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	**W.6.9.**	**Draw evidence from literary or informational texts to support analysis, reflection, and research.**
FOUNDATION / PROFICIENCY LEVEL	W.6.9.a.	Apply grade 6 Reading standards 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").

CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 6.	Writing Standards

PERFORMANCE STANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CONTENT STANDARD / DOMAIN / PART	CA.CC.SL.6.	Speaking and Listening Standards

PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
FOUNDATION / PROFICIENCY LEVEL	SL.6.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
FOUNDATION / PROFICIENCY LEVEL	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
FOUNDATION / PROFICIENCY LEVEL	SL.6.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

CONTENT STANDARD / DOMAIN / PART	CA.CC.L.6.	Language Standards

PERFORMANCE STANDARD / MODE		Conventions of Standards English
EXPECTATION / SUBSTRAND	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
FOUNDATION / PROFICIENCY LEVEL	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
FOUNDATION / PROFICIENCY LEVEL	L.6.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

CONTENT STANDARD / DOMAIN / PART	CA.CC.L.6.	Language Standards

PERFORMANCE STANDARD / MODE		Conventions of Standards English
EXPECTATION / SUBSTRAND	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOUNDATION / PROFICIENCY LEVEL	L.6.2.b.	Spell correctly.

CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 6.	Language Standards
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	L.6.4.	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.**
FOUNDATION / PROFICIENCY LEVEL	L.6.4.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.
FOUNDATION / PROFICIENCY LEVEL	L.6.4.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).

CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 6.	Language Standards
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 15 Page 141-152

California Content Standards

Language Arts

Grade **6** - Adopted: **2013**

CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		**Key Ideas and Details**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		**Craft and Structure**

EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANCE STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.W.	College and Career Readiness Anchor Standards for Writing

PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANCE STANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANCE STANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.SL.	College and Career Readiness Anchor Standards for Speaking and Listening
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration

EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**

PERFORMANCE STANDARD / MODE		**Conventions of Standard English**

EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**

PERFORMANCE STANDARD / MODE		**Knowledge of Language**

EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**

PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**

EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

CONTENT STANDARD / DOMAIN / PART	**CA.CC.RI.6.**	**Reading Standards for Informational Text**

PERFORMANCE STANDARD / MODE		**Key Ideas and Details**

EXPECTATION / SUBSTRAND	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

EXPECTATION / SUBSTRAND	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.
EXPECTATION / SUBSTRAND	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

CONTENT STANDARD / DOMAIN / PART	CA.CC.RI .6.	Reading Standards for Informational Text

PERFORMANC E STANDARD / MODE		Craft and Structure

EXPECTATION / SUBSTRAND	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (See grade 6 Language standards 4–6 for additional expectations.) CA

CONTENT STANDARD / DOMAIN / PART	CA.CC.RI .6.	Reading Standards for Informational Text

PERFORMANC E STANDARD / MODE		Integration of Knowledge and Ideas

EXPECTATION / SUBSTRAND	RI.6.7.	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.
EXPECTATION / SUBSTRAND	RI.6.9.	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).

CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 6.	Writing Standards

PERFORMANC E STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	**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.**
FOUNDATION / PROFICIENCY LEVEL	W.6.2.a.	Introduce a topic or thesis statement; 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. CA
FOUNDATION / PROFICIENCY LEVEL	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
FOUNDATION / PROFICIENCY LEVEL	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 6.	Writing Standards

PERFORMANC E STANDARD / MODE		Production and Distribution of Writing

EXPECTATION / SUBSTRAND	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.)
EXPECTATION / SUBSTRAND	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.)
EXPECTATION / SUBSTRAND	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.

CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 6.	Writing Standards

PERFORMANCE STANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
EXPECTATION / SUBSTRAND	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.

CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 6.	Writing Standards

PERFORMANCE STANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	**W.6.9.**	**Draw evidence from literary or informational texts to support analysis, reflection, and research.**
FOUNDATION / PROFICIENCY LEVEL	W.6.9.a.	Apply grade 6 Reading standards 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").

CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 6.	Writing Standards

PERFORMANCE STANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .6.	Speaking and Listening Standards

PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	**SL.6.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.**

FOUNDATION / PROFICIENCY LEVEL	SL.6.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
FOUNDATION / PROFICIENCY LEVEL	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
FOUNDATION / PROFICIENCY LEVEL	SL.6.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 6.	Language Standards
PERFORMANC E STANDARD / MODE		**Conventions of Standards English**
EXPECTATION / SUBSTRAND	**L.6.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
FOUNDATION / PROFICIENCY LEVEL	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
FOUNDATION / PROFICIENCY LEVEL	L.6.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 6.	Language Standards
PERFORMANC E STANDARD / MODE		**Conventions of Standards English**
EXPECTATION / SUBSTRAND	**L.6.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
FOUNDATION / PROFICIENCY LEVEL	L.6.2.b.	Spell correctly.

CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 6.	Language Standards
PERFORMANC E STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	**L.6.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.**
FOUNDATION / PROFICIENCY LEVEL	L.6.4.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.

FOUNDATION / PROFICIENCY LEVEL	L.6.4.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).

CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 6.	**Language Standards**

PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**

EXPECTATION / SUBSTRAND	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy. CCRA.R.	**College and Career Readiness Anchor Standards for Reading**

PERFORMANCE STANDARD / MODE		**Key Ideas and Details**

EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy. CCRA.R.	**College and Career Readiness Anchor Standards for Reading**

PERFORMANCE STANDARD / MODE		**Craft and Structure**

EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy. CCRA.R.	**College and Career Readiness Anchor Standards for Reading**

PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Research to Build and Present Knowledge**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Conventions of Standard English**

EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**

PERFORMANCE STANDARD / MODE		**Knowledge of Language**

EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**

PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**

EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

CONTENT STANDARD / DOMAIN / PART	**CA.CC.RI.6.**	**Reading Standards for Informational Text**

PERFORMANCE STANDARD / MODE		**Key Ideas and Details**

EXPECTATION / SUBSTRAND	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
EXPECTATION / SUBSTRAND	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.
EXPECTATION / SUBSTRAND	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

CONTENT STANDARD / DOMAIN / PART	**CA.CC.RI.6.**	**Reading Standards for Informational Text**

PERFORMANCE STANDARD / MODE		**Craft and Structure**

EXPECTATION / SUBSTRAND	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (See grade 6 Language standards 4–6 for additional expectations.) CA

CONTENT STANDARD / DOMAIN / PART	CA.CC.RI .6.	Reading Standards for Informational Text

PERFORMANC E STANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	RI.6.7.	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.
EXPECTATION / SUBSTRAND	RI.6.9.	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).

CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 6.	Writing Standards

PERFORMANC E STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	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.**
FOUNDATION / PROFICIENCY LEVEL	W.6.2.a.	Introduce a topic or thesis statement; 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. CA
FOUNDATION / PROFICIENCY LEVEL	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
FOUNDATION / PROFICIENCY LEVEL	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 6.	Writing Standards

PERFORMANC E STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	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.)
EXPECTATION / SUBSTRAND	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.)
EXPECTATION / SUBSTRAND	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.

CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 6.	Writing Standards

PERFORMANC E ST ANDARD / MODE		**Research to Build and Present Knowledge**
EXPECTATION / SUBSTRAND	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
EXPECTATION / SUBSTRAND	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.

CONT ENT ST ANDARD / DOMAIN / PART	**CA.CC.W. 6.**	**Writing Standards**
PERFORMANC E ST ANDARD / MODE		**Research to Build and Present Knowledge**
EXPECT AT ION / SUBST RAND	**W.6.9.**	**Draw evidence from literary or informational texts to support analysis, reflection, and research.**
FOUNDATION / PROFICIENCY LEVEL	W.6.9.a.	Apply grade 6 Reading standards 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").

CONT ENT ST ANDARD / DOMAIN / PART	**CA.CC.W. 6.**	**Writing Standards**
PERFORMANC E ST ANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CONT ENT ST ANDARD / DOMAIN / PART	**CA.CC.SL .6.**	**Speaking and Listening Standards**
PERFORMANC E ST ANDARD / MODE		**Comprehension and Collaboration**
EXPECT AT ION / SUBST RAND	**SL.6.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
FOUNDATION / PROFICIENCY LEVEL	SL.6.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
FOUNDATION / PROFICIENCY LEVEL	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
FOUNDATION / PROFICIENCY LEVEL	SL.6.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

CONT ENT ST ANDARD / DOMAIN / PART	**CA.CC.L. 6.**	**Language Standards**

PERFORMANCE STANDARD / MODE		Conventions of Standards English
EXPECTATION / SUBSTRAND	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
FOUNDATION / PROFICIENCY LEVEL	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
FOUNDATION / PROFICIENCY LEVEL	L.6.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 6.	Language Standards

PERFORMANCE STANDARD / MODE		Conventions of Standards English
EXPECTATION / SUBSTRAND	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOUNDATION / PROFICIENCY LEVEL	L.6.2.b.	Spell correctly.

CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 6.	Language Standards

PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
FOUNDATION / PROFICIENCY LEVEL	L.6.4.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.
FOUNDATION / PROFICIENCY LEVEL	L.6.4.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).

CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 6.	Language Standards

PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy. CCRA.SL.	College and Career Readiness Anchor Standards for Speaking and Listening
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
		Text Types and Purposes

EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.L.	**College and Career Readiness Anchor Standards for Language**

PERFORMANCE STANDARD / MODE		**Conventions of Standard English**

EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CONTENT STANDARD / DOMAIN / PART	CA.CC.W.6.	**Writing Standards**

PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	**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.**

FOUNDATION / PROFICIENCY LEVEL	W.6.2.a.	Introduce a topic or thesis statement; 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. CA
FOUNDATION / PROFICIENCY LEVEL	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
FOUNDATION / PROFICIENCY LEVEL	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
FOUNDATION / PROFICIENCY LEVEL	W.6.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.

CONTENT STANDARD / DOMAIN / PART	CA.CC.W.6.	**Writing Standards**

PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**

EXPECTATION / SUBSTRAND	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.)
EXPECTATION / SUBSTRAND	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.)

EXPECTATION / SUBSTRAND	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.

CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 6.	Writing Standards

PERFORMANC E STANDARD / MODE		Range of Writing

EXPECTATION / SUBSTRAND	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .6.	Speaking and Listening Standards

PERFORMANC E STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	**SL.6.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.**

FOUNDATION / PROFICIENCY LEVEL	SL.6.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

FOUNDATION / PROFICIENCY LEVEL	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

FOUNDATION / PROFICIENCY LEVEL	SL.6.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 6.	Language Standards

PERFORMANC E STANDARD / MODE		Conventions of Standards English
EXPECTATION / SUBSTRAND	**L.6.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

FOUNDATION / PROFICIENCY LEVEL	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

FOUNDATION / PROFICIENCY LEVEL	L.6.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 6.	Language Standards

PERFORMANCE STANDARD / MODE		**Conventions of Standards English**
EXPECTATION / SUBSTRAND	**L.6.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
FOUNDATION / PROFICIENCY LEVEL	L.6.2.b.	Spell correctly.

CONTENT STANDARD / DOMAIN / PART	**CA.CC.L. 6.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy. CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy. CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.W.	**College and Career Readiness Anchor Standards for Writing**

PERFORMANCE STANDARD / MODE		**Range of Writing**

EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.L.	**College and Career Readiness Anchor Standards for Language**

PERFORMANCE STANDARD / MODE		**Conventions of Standard English**

EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.L.	**College and Career Readiness Anchor Standards for Language**

PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**

EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

CONTENT STANDARD / DOMAIN / PART	CA.CC.W.6.	**Writing Standards**

PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	**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.**
FOUNDATION / PROFICIENCY LEVEL	W.6.2.a.	Introduce a topic or thesis statement; 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. CA

FOUNDATION / PROFICIENCY LEVEL	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
FOUNDATION / PROFICIENCY LEVEL	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
FOUNDATION / PROFICIENCY LEVEL	W.6.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.

CONTENT STANDARD / DOMAIN / PART	**CA.CC.W. 6.**	**Writing Standards**

PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	**W.6.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
FOUNDATION / PROFICIENCY LEVEL	W.6.3.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.
FOUNDATION / PROFICIENCY LEVEL	W.6.3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
FOUNDATION / PROFICIENCY LEVEL	W.6.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
FOUNDATION / PROFICIENCY LEVEL	W.6.3.e.	Provide a conclusion that follows from the narrated experiences or events.

CONTENT STANDARD / DOMAIN / PART	**CA.CC.W. 6.**	**Writing Standards**

PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	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.)
EXPECTATION / SUBSTRAND	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.)
EXPECTATION / SUBSTRAND	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.

CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 6.	Writing Standards

PERFORMANC E STANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 6.	Language Standards

PERFORMANC E STANDARD / MODE		Conventions of Standards English
EXPECTATION / SUBSTRAND	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
FOUNDATION / PROFICIENCY LEVEL	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
FOUNDATION / PROFICIENCY LEVEL	L.6.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 6.	Language Standards

PERFORMANC E STANDARD / MODE		Conventions of Standards English
EXPECTATION / SUBSTRAND	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOUNDATION / PROFICIENCY LEVEL	L.6.2.b.	Spell correctly.

CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 6.	Language Standards

PERFORMANC E STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

California Content Standards

Language Arts

Grade **6** - Adopted: **2013**

CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing

PERFORMANCE STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Conventions of Standard English**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 6.	Writing Standards

PERFORMANCE STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	**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.**
FOUNDATION / PROFICIENCY LEVEL	W.6.2.a.	Introduce a topic or thesis statement; 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. CA
FOUNDATION / PROFICIENCY LEVEL	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
FOUNDATION / PROFICIENCY LEVEL	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
FOUNDATION / PROFICIENCY LEVEL	W.6.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.

CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 6.	Writing Standards

PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	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.)
EXPECTATION / SUBSTRAND	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.)
EXPECTATION / SUBSTRAND	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.

CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 6.	Writing Standards

PERFORMANCE STANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 6.	Language Standards

PERFORMANCE STANDARD / MODE		Conventions of Standards English
EXPECTATION / SUBSTRAND	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
FOUNDATION / PROFICIENCY LEVEL	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
FOUNDATION / PROFICIENCY LEVEL	L.6.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

CONTENT STANDARD / DOMAIN / PART	CA.CC.L.6.	Language Standards

PERFORMANCE STANDARD / MODE		Conventions of Standards English
EXPECTATION / SUBSTRAND	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOUNDATION / PROFICIENCY LEVEL	L.6.2.b.	Spell correctly.

CONTENT STANDARD / DOMAIN / PART	CA.CC.L.6.	Language Standards

PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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California Content Standards

Language Arts

Grade **6** - Adopted: **2013**

CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.R.	College and Career Readiness Anchor Standards for Reading

PERFORMANCE STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		**Craft and Structure**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		**Integration of Knowledge and Ideas**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		**Range of Reading and Level of Text Complexity**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.

CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANCE STANDARD / MODE		**Research to Build and Present Knowledge**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language

PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI.6.	Reading Standards for Informational Text
PERFORMANCE STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
EXPECTATION / SUBSTRAND	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.

EXPECTATION / SUBSTRAND	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

CONTENT STANDARD / DOMAIN / PART	CA.CC.RI .6.	Reading Standards for Informational Text

PERFORMANCE STANDARD / MODE		**Craft and Structure**

EXPECTATION / SUBSTRAND	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (See grade 6 Language standards 4–6 for additional expectations.) CA

CONTENT STANDARD / DOMAIN / PART	CA.CC.RI .6.	Reading Standards for Informational Text

PERFORMANCE STANDARD / MODE		**Integration of Knowledge and Ideas**

EXPECTATION / SUBSTRAND	RI.6.7.	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.
EXPECTATION / SUBSTRAND	RI.6.9.	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).

CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 6.	Writing Standards

PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	**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.**
FOUNDATION / PROFICIENCY LEVEL	W.6.2.a.	Introduce a topic or thesis statement; 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. CA
FOUNDATION / PROFICIENCY LEVEL	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
FOUNDATION / PROFICIENCY LEVEL	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
FOUNDATION / PROFICIENCY LEVEL	W.6.2.e.	Establish and maintain a formal style.
FOUNDATION / PROFICIENCY LEVEL	W.6.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.

CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 6.	Writing Standards

PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	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.)
EXPECTATION / SUBSTRAND	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.)
EXPECTATION / SUBSTRAND	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.

CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 6.	Writing Standards

PERFORMANCE STANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
EXPECTATION / SUBSTRAND	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.

CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 6.	Writing Standards

PERFORMANCE STANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	W.6.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
FOUNDATION / PROFICIENCY LEVEL	W.6.9.a.	Apply grade 6 Reading standards 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").

CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 6.	Writing Standards

PERFORMANCE STANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 6.	Language Standards

PERFORMANCE STANDARD / MODE		Conventions of Standards English
EXPECTATION / SUBSTRAND	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
FOUNDATION / PROFICIENCY LEVEL	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
FOUNDATION / PROFICIENCY LEVEL	L.6.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 6.	Language Standards

PERFORMANCE STANDARD / MODE		Conventions of Standards English
EXPECTATION / SUBSTRAND	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOUNDATION / PROFICIENCY LEVEL	L.6.2.b.	Spell correctly.

CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 6.	Language Standards

PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
FOUNDATION / PROFICIENCY LEVEL	L.6.4.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.
FOUNDATION / PROFICIENCY LEVEL	L.6.4.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).

CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 6.	Language Standards

PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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California Content Standards

Language Arts

Grade **6** - Adopted: **2013**

CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		**Key Ideas and Details**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		**Craft and Structure**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		**Integration of Knowledge and Ideas**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.R.	College and Career Readiness Anchor Standards for Reading

PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Research to Build and Present Knowledge**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Conventions of Standard English**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**

PERFORMANCE STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI.6.	Reading Standards for Informational Text
PERFORMANCE STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
EXPECTATION / SUBSTRAND	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.
EXPECTATION / SUBSTRAND	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI.6.	Reading Standards for Informational Text
PERFORMANCE STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (See grade 6 Language standards 4–6 for additional expectations.) CA
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI.6.	Reading Standards for Informational Text
PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas

EXPECTATION / SUBSTRAND	RI.6.7.	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.
EXPECTATION / SUBSTRAND	RI.6.9.	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).

CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 6.	Writing Standards

PERFORMANCE STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	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.**
FOUNDATION / PROFICIENCY LEVEL	W.6.2.a.	Introduce a topic or thesis statement; 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. CA
FOUNDATION / PROFICIENCY LEVEL	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
FOUNDATION / PROFICIENCY LEVEL	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
FOUNDATION / PROFICIENCY LEVEL	W.6.2.e.	Establish and maintain a formal style.
FOUNDATION / PROFICIENCY LEVEL	W.6.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.

CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 6.	Writing Standards

PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	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.)
EXPECTATION / SUBSTRAND	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.)
EXPECTATION / SUBSTRAND	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.

CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 6.	Writing Standards

PERFORMANCE STANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
EXPECTATION / SUBSTRAND	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.

CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 6.	Writing Standards

PERFORMANCE STANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	W.6.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
FOUNDATION / PROFICIENCY LEVEL	W.6.9.a.	Apply grade 6 Reading standards 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").

CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 6.	Writing Standards

PERFORMANCE STANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .6.	Speaking and Listening Standards

PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
FOUNDATION / PROFICIENCY LEVEL	SL.6.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
FOUNDATION / PROFICIENCY LEVEL	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
FOUNDATION / PROFICIENCY LEVEL	SL.6.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 6.	Language Standards
PERFORMANCE STANDARD / MODE		**Conventions of Standards English**
EXPECTATION / SUBSTRAND	**L.6.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
FOUNDATION / PROFICIENCY LEVEL	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
FOUNDATION / PROFICIENCY LEVEL	L.6.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 6.	Language Standards
PERFORMANCE STANDARD / MODE		**Conventions of Standards English**
EXPECTATION / SUBSTRAND	**L.6.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
FOUNDATION / PROFICIENCY LEVEL	L.6.2.b.	Spell correctly.

CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 6.	Language Standards
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	**L.6.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.**
FOUNDATION / PROFICIENCY LEVEL	L.6.4.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.
FOUNDATION / PROFICIENCY LEVEL	L.6.4.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).

CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 6.	Language Standards
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CONTENT STANDARD / DOMAIN / PART	CCSS.ELA- Literacy. CCRA.R.	**College and Career Readiness Anchor Standards for Reading**
PERFORMANC E STANDARD / MODE		**Key Ideas and Details**
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

CONTENT STANDARD / DOMAIN / PART	CCSS.ELA- Literacy. CCRA.R.	**College and Career Readiness Anchor Standards for Reading**
PERFORMANC E STANDARD / MODE		**Craft and Structure**
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.6	Assess how point of view or purpose shapes the content and style of a text.

CONTENT STANDARD / DOMAIN / PART	CCSS.ELA- Literacy. CCRA.R.	**College and Career Readiness Anchor Standards for Reading**
PERFORMANC E STANDARD / MODE		**Integration of Knowledge and Ideas**
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

CONTENT STANDARD / DOMAIN / PART	CCSS.ELA- Literacy. CCRA.R.	**College and Career Readiness Anchor Standards for Reading**
PERFORMANC E STANDARD / MODE		**Range of Reading and Level of Text Complexity**

EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Research to Build and Present Knowledge**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**

PERFORMANC E STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
PERFORMANC E STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANC E STANDARD / MODE		**Conventions of Standard English**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANC E STANDARD / MODE		**Knowledge of Language**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANC E STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

| EXPECTATION /
SUBSTRAND | CCSS.EL
A-
Literacy.C
CRA.L.6 | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. |
|---|---|---|

| CONTENT
STANDARD /
DOMAIN / PART | CA.CC.R
L.6. | Reading Standards for Literature |
|---|---|---|

| PERFORMANC
E STANDARD /
MODE		Key Ideas and Details
EXPECTATION /
SUBSTRAND	RL.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
EXPECTATION /
SUBSTRAND	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.
EXPECTATION /
SUBSTRAND	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.

| CONTENT
STANDARD /
DOMAIN / PART | CA.CC.R
L.6. | Reading Standards for Literature |
|---|---|---|

| PERFORMANC
E STANDARD /
MODE		Craft and Structure
EXPECTATION /
SUBSTRAND	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. (See grade 6 Language standards 4–6 for additional expectations.) CA
EXPECTATION /
SUBSTRAND	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.
EXPECTATION /
SUBSTRAND	RL.6.6.	Explain how an author develops the point of view of the narrator or speaker in a text.

| CONTENT
STANDARD /
DOMAIN / PART | CA.CC.R
L.6. | Reading Standards for Literature |
|---|---|---|

| PERFORMANC
E STANDARD /
MODE		Range of Reading and Level of Text Complexity
EXPECTATION /
SUBSTRAND	RL.6.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

| CONTENT
STANDARD /
DOMAIN / PART | CA.CC.RI
.6. | Reading Standards for Informational Text |
|---|---|---|

| PERFORMANC
E STANDARD /
MODE		Key Ideas and Details

EXPECTATION / SUBSTRAND	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
EXPECTATION / SUBSTRAND	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.
EXPECTATION / SUBSTRAND	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

CONTENT STANDARD / DOMAIN / PART	CA.CC.RI .6.	Reading Standards for Informational Text

PERFORMANC E STANDARD / MODE		Craft and Structure

EXPECTATION / SUBSTRAND	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (See grade 6 Language standards 4–6 for additional expectations.) CA

CONTENT STANDARD / DOMAIN / PART	CA.CC.RI .6.	Reading Standards for Informational Text

PERFORMANC E STANDARD / MODE		Integration of Knowledge and Ideas

EXPECTATION / SUBSTRAND	RI.6.7.	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.

CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 6.	Writing Standards

PERFORMANC E STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	**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.**
FOUNDATION / PROFICIENCY LEVEL	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 6.	Writing Standards

PERFORMANC E STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	**W.6.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
FOUNDATION / PROFICIENCY LEVEL	W.6.3.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.

FOUNDATION / PROFICIENCY LEVEL	W.6.3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
FOUNDATION / PROFICIENCY LEVEL	W.6.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
FOUNDATION / PROFICIENCY LEVEL	W.6.3.e.	Provide a conclusion that follows from the narrated experiences or events.

CONTENT STANDARD / DOMAIN / PART	**CA.CC.W. 6.**	**Writing Standards**
PERFORMANC E STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	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.)
EXPECTATION / SUBSTRAND	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.)
EXPECTATION / SUBSTRAND	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.

CONTENT STANDARD / DOMAIN / PART	**CA.CC.W. 6.**	**Writing Standards**
PERFORMANC E STANDARD / MODE		**Research to Build and Present Knowledge**
EXPECTATION / SUBSTRAND	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.

CONTENT STANDARD / DOMAIN / PART	**CA.CC.W. 6.**	**Writing Standards**
PERFORMANC E STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CONTENT STANDARD / DOMAIN / PART	**CA.CC.SL .6.**	**Speaking and Listening Standards**
PERFORMANC E STANDARD / MODE		**Comprehension and Collaboration**

EXPECTATION / SUBSTRAND	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
FOUNDATION / PROFICIENCY LEVEL	SL.6.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
FOUNDATION / PROFICIENCY LEVEL	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
FOUNDATION / PROFICIENCY LEVEL	SL.6.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 6.	Language Standards
PERFORMANCE STANDARD / MODE		Conventions of Standards English
EXPECTATION / SUBSTRAND	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
FOUNDATION / PROFICIENCY LEVEL	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
FOUNDATION / PROFICIENCY LEVEL	L.6.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 6.	Language Standards
PERFORMANCE STANDARD / MODE		Conventions of Standards English
EXPECTATION / SUBSTRAND	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOUNDATION / PROFICIENCY LEVEL	L.6.2.b.	Spell correctly.

CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 6.	Language Standards
PERFORMANCE STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
FOUNDATION / PROFICIENCY LEVEL	L.6.3.b.	Maintain consistency in style and tone.

CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 6.	Language Standards
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
FOUNDATION / PROFICIENCY LEVEL	L.6.4.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.
FOUNDATION / PROFICIENCY LEVEL	L.6.4.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).

CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 6.	Language Standards
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.6.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
FOUNDATION / PROFICIENCY LEVEL	L.6.5.a.	Interpret figures of speech (e.g., personification) in context.

CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 6.	Language Standards
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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California Content Standards
Language Arts
Grade **6** - Adopted: **2013**

CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**

PERFORMANCE STANDARD / MODE		**Craft and Structure**

EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.6	Assess how point of view or purpose shapes the content and style of a text.

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**

PERFORMANCE STANDARD / MODE		**Integration of Knowledge and Ideas**

EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**

PERFORMANCE STANDARD / MODE		**Range of Reading and Level of Text Complexity**

EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**

PERFORMANCE STANDARD / MODE		**Text Types and Purposes**

EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANC E STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANC E STANDARD / MODE		**Research to Build and Present Knowledge**
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.

CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANC E STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.1 0	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.SL.	College and Career Readiness Anchor Standards for Speaking and Listening

PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.RL.6.**	**Reading Standards for Literature**
PERFORMANCE STANDARD / MODE		Key Ideas and Details

EXPECTATION / SUBSTRAND	RL.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
EXPECTATION / SUBSTRAND	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.
EXPECTATION / SUBSTRAND	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.

CONTENT STANDARD / DOMAIN / PART	CA.CC.RL.6.	Reading Standards for Literature

PERFORMANCE STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	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. (See grade 6 Language standards 4–6 for additional expectations.) CA
EXPECTATION / SUBSTRAND	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.
EXPECTATION / SUBSTRAND	RL.6.6.	Explain how an author develops the point of view of the narrator or speaker in a text.

CONTENT STANDARD / DOMAIN / PART	CA.CC.RL.6.	Reading Standards for Literature

PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	RL.6.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CONTENT STANDARD / DOMAIN / PART	CA.CC.RI.6.	Reading Standards for Informational Text

PERFORMANCE STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
EXPECTATION / SUBSTRAND	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.
EXPECTATION / SUBSTRAND	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

CONTENT STANDARD / DOMAIN / PART	CA.CC.RI.6.	Reading Standards for Informational Text

PERFORMANCE STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (See grade 6 Language standards 4–6 for additional expectations.) CA

CONTENT STANDARD / DOMAIN / PART	CA.CC.RI .6.	Reading Standards for Informational Text

PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	RI.6.7.	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.

CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 6.	Writing Standards

PERFORMANCE STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	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.
FOUNDATION / PROFICIENCY LEVEL	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 6.	Writing Standards

PERFORMANCE STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	W.6.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
FOUNDATION / PROFICIENCY LEVEL	W.6.3.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.
FOUNDATION / PROFICIENCY LEVEL	W.6.3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
FOUNDATION / PROFICIENCY LEVEL	W.6.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
FOUNDATION / PROFICIENCY LEVEL	W.6.3.e.	Provide a conclusion that follows from the narrated experiences or events.

CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 6.	Writing Standards

PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	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.)
EXPECTATION / SUBSTRAND	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.)
EXPECTATION / SUBSTRAND	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.

CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 6.	Writing Standards

PERFORMANCE STANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	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.

CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 6.	Writing Standards

PERFORMANCE STANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .6.	Speaking and Listening Standards

PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
FOUNDATION / PROFICIENCY LEVEL	SL.6.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
FOUNDATION / PROFICIENCY LEVEL	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
FOUNDATION / PROFICIENCY LEVEL	SL.6.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 6.	Language Standards

PERFORMANCE STANDARD / MODE		Conventions of Standards English
EXPECTATION / SUBSTRAND	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
FOUNDATION / PROFICIENCY LEVEL	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
FOUNDATION / PROFICIENCY LEVEL	L.6.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 6.	Language Standards

PERFORMANCE STANDARD / MODE		Conventions of Standards English
EXPECTATION / SUBSTRAND	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOUNDATION / PROFICIENCY LEVEL	L.6.2.b.	Spell correctly.

CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 6.	Language Standards

PERFORMANCE STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
FOUNDATION / PROFICIENCY LEVEL	L.6.3.b.	Maintain consistency in style and tone.

CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 6.	Language Standards

PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
FOUNDATION / PROFICIENCY LEVEL	L.6.4.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.

FOUNDATION / PROFICIENCY LEVEL	L.6.4.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).

CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 6.	Language Standards

PERFORMANC E STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.6.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

FOUNDATION / PROFICIENCY LEVEL	L.6.5.a.	Interpret figures of speech (e.g., personification) in context.

CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 6.	Language Standards

PERFORMANC E STANDARD / MODE		Vocabulary Acquisition and Use

EXPECTATION / SUBSTRAND	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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California Content Standards
Language Arts
Grade **6** - Adopted: **2013**

CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading

PERFORMANC E STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading

PERFORMANC E STANDARD / MODE		Craft and Structure

EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Integration of Knowledge and Ideas**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Range of Reading and Level of Text Complexity**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**

PERFORMANCE STANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RL.6.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Key Ideas and Details

EXPECTATION / SUBSTRAND	RL.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
EXPECTATION / SUBSTRAND	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.

CONTENT STANDARD / DOMAIN / PART	CA.CC.RL.6.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		**Craft and Structure**
EXPECTATION / SUBSTRAND	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. (See grade 6 Language standards 4–6 for additional expectations.) CA

CONTENT STANDARD / DOMAIN / PART	CA.CC.RL.6.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		**Range of Reading and Level of Text Complexity**
EXPECTATION / SUBSTRAND	RL.6.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CONTENT STANDARD / DOMAIN / PART	CA.CC.RI.6.	Reading Standards for Informational Text
PERFORMANCE STANDARD / MODE		**Key Ideas and Details**
EXPECTATION / SUBSTRAND	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
EXPECTATION / SUBSTRAND	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.
EXPECTATION / SUBSTRAND	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

CONTENT STANDARD / DOMAIN / PART	CA.CC.RI.6.	Reading Standards for Informational Text
PERFORMANCE STANDARD / MODE		**Craft and Structure**
EXPECTATION / SUBSTRAND	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (See grade 6 Language standards 4–6 for additional expectations.) CA

CONTENT STANDARD / DOMAIN / PART	CA.CC.RI.6.	Reading Standards for Informational Text

PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	RI.6.7.	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.

CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 6.	Writing Standards

PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	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.)
EXPECTATION / SUBSTRAND	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.

CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 6.	Writing Standards

PERFORMANCE STANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 6.	Language Standards

PERFORMANCE STANDARD / MODE		Conventions of Standards English
EXPECTATION / SUBSTRAND	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
FOUNDATION / PROFICIENCY LEVEL	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
FOUNDATION / PROFICIENCY LEVEL	L.6.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 6.	Language Standards

PERFORMANCE STANDARD / MODE		Conventions of Standards English
EXPECTATION / SUBSTRAND	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

FOUNDATION / PROFICIENCY LEVEL	L.6.2.b.	Spell correctly.

CONTENT STANDARD / DOMAIN / PART	**CA.CC.L. 6.**	**Language Standards**
PERFORMANC E STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	**L.6.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.**
FOUNDATION / PROFICIENCY LEVEL	L.6.4.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.
FOUNDATION / PROFICIENCY LEVEL	L.6.4.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).

CONTENT STANDARD / DOMAIN / PART	**CA.CC.L. 6.**	**Language Standards**
PERFORMANC E STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.