

Analysis of California *ELA Standards to Common Core Standards - 6th Grade*

Domain: Reading	CA ELA Standard	Core Strand: Language	Common Core Standards (CCS)	Alignment?	Comments in Reference to CCS
1.0 Word Analysis, Fluency, and Systematic Vocabulary Development	1.1 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.	Literature and Informational Text	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.	Partial	Does not specifically address elements of fluency.
	1.2 Identify and interpret figurative language and words with multiple meanings.	Language	<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6 reading and content</i>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> 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. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience, auditory, audible</i>). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). <p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Interpret figures of speech (e.g., personification) in context. b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. 	Yes	

Domain: Reading	CA ELA Standard	Core Strand: Language	Common Core Standards (CCS)	Alignment?	Comments in Reference to CCS
		S/T Literacy	4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 6–8 texts and topics</i> .		
	1.5 Understand and explain “shades of meaning” in related words (e.g., <i>softly</i> and <i>quietly</i>).	Language	<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> 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. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent</i>, <i>bellicose</i>, <i>rebel</i>). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). <p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined</i>, <i>respectful</i>, <i>polite</i>, <i>diplomatic</i>, <i>condescending</i>). 	Yes	

Domain: Reading Comprehension (Informational Materials)	CA ELA Standard	Core Strand: Informational Text	Common Core Standards (CCS)	Alignment?	Comments in Reference to CCS
2.0 Reading Comprehension	2.1 Identify the structural features of popular media (e.g., newspapers, magazines, online information) and use the features to obtain information.	Reading Informational Text	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.	Yes	
	2.2 Analyze text that uses the compare-and-contrast organizational pattern.	Reading Informational Text Literacy in H/SS S/T		Yes	Grade 5 Reading Informational Text: 5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
	2.3 Connect and clarify main ideas by identifying their relationships to other sources and related topics.	Reading Informational Text Reading Informational Text H/SS Reading Informational Text S/T	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. 2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. 2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.	Yes	

Domain: Reading Comprehension (Informational Materials)	CA ELA Standard	Core Strand: Informational Text	Common Core Standards (CCS)	Alignment?	Comments in Reference to CCS
	2.4 Clarify an understanding of texts by creating outlines, logical notes, summaries, or reports.	Reading Informational Text	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.	Partial	Notes/outlines are not mentioned in CCS.
	2.5 Follow multiple-step instructions for preparing applications (e.g., for a public library card, bank savings account, sports club, league membership).	Reading Informational Text S/T Reading Informational Text H/SS	3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks. 3. Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).	Partial	Does not specify multiple-step instructions for preparing applications. Uses “performing technical tasks.”
	2.6 Determine the adequacy and appropriateness of the evidence for an author’s conclusions.	Reading Informational Text H/SS Literacy S/T Literacy	8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. 6. Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts). 8. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.	Yes	CCS references claims, author’s point of view and facts.
	2.7 Make reasonable assertions about a text through accurate, supporting citations.	Reading Informational Text H/SS Literacy S/T Literacy	1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 1. Cite specific textual evidence to support analysis of primary and secondary sources. 6. Cite specific textual evidence to support analysis of science and technical texts.	Yes	

Domain: Reading Comprehension (Informational Materials)	CA ELA Standard	Core Strand: Informational Text	Common Core Standards (CCS)	Alignment?	Comments in Reference to CCS
	2.8 Note instances of unsupported inferences, fallacious reasoning, persuasion, and propaganda in text.	Reading Information Text H/SS Literacy	8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. 6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).	Yes	

Domain: Literary Response and Analysis	CA ELA Standard	Core Strand: Literature	Common Core Standards (CCS)	Alignment?	Comments in Reference to CCS
3.0 Literary Response and Analysis	3.1 Identify the forms of fiction and describe the major characteristics of each form.	Literature	9. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	Yes	
	3.2 Analyze the effect of the qualities of the character (e.g., courage or cowardice, ambition or laziness) on the plot and the resolution of the conflict.	Literature	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.	Yes	CCS describes response or changes in character.
	3.3 Analyze the influence of setting on the problem and its resolution.	Literature	^{7th} 3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	Yes	CCS emphasizes setting in CCS 7 th grade. Literature standard 3.
	3.4 Define how tone or meaning is conveyed in poetry through word choice, figurative language, sentence structure, line length, punctuation, rhythm, repetition, and rhyme.	Literature	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.	Yes	

Domain: Literary Response and Analysis	CA ELA Standard	Core Strand: Literature	Common Core Standards (CCS)	Alignment?	Comments in Reference to CCS
	3.5 Identify the speaker and recognize the difference between first- and third-person narration (e.g., autobiography compared with biography).	Literature	6. Explain how an author develops the point of view of the narrator or speaker in a text.	Partial	Does not specify recognizing difference in point of view.
	3.6 Identify and analyze features of themes conveyed through characters, actions, and images.	Literature	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.	Yes	
	3.7 Explain the effects of common literary devices (e.g., symbolism, imagery, metaphor) in a variety of fictional and nonfictional texts.	Literature	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.	Yes	California standards specify fictional and nonfictional texts.
	3.8 Critique the credibility of characterization and the degree to which a plot is contrived or realistic (e.g., compare use of fact and fantasy in historical fiction).	Literature	9. Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	Yes	This standard is represented in 7 th grade CCS literature standard #9.

Domain: Writing Strategies	CA ELA Standard	Core Strand: Writing	Common Core Standards (CCS)	Alignment?	Comments in Reference to CCS
1.0 Writing Strategies	1.1 Choose the form of writing (e.g., personal letter, letter to the editor, review, poem, report, narrative) that best suits the intended purpose.	Writing	4. Produce clear/ coherent writing; organization and style appropriate to task, purpose and audience.	Yes	
	1.2 Create multiple-paragraph expository compositions: a. Engage the interest of the reader and state a clear purpose. b. Develop the topic with supporting details and precise verbs, nouns, and adjectives to paint a visual image in the mind of the reader. c. Conclude with a detailed summary linked to the purpose of the composition.	Writing	2. Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/ contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from the information or explanation presented.	Yes	Writing standards appear in CCS H/SS and S/T as well. CCS expands that writing application to include transitions, style.
	1.3 Use a variety of effective and coherent organizational patterns, including comparison and contrast; organization by	Writing	2. Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic; organize ideas, concepts, and information, using strategies such as	Yes	

Domain: Writing Strategies	CA ELA Standard	Core Strand: Writing	Common Core Standards (CCS)	Alignment?	Comments in Reference to CCS
	categories; and arrangement by spatial order, order of importance, or climactic order.		definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from the information or explanation presented.		
	1.4 Use organizational features of electronic text (e.g., bulletin boards, databases, keyword searches, e-mail addresses) to locate information.	Writing	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.	Partial	CCS adds credibility of sources.
	1.5 Compose documents with appropriate formatting by using word-processing skills and principles of design (e.g., margins, tabs, spacing, columns, page orientation).	Writing	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.	Yes	CCS includes keyboarding skills.
	1.6 Revise writing to improve the organization and consistency of ideas	Writing	5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying	Yes	

Domain: Writing Strategies	CA ELA Standard	Core Strand: Writing	Common Core Standards (CCS)	Alignment?	Comments in Reference to CCS
	within and between paragraphs.		a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6 on page 52 CCS.)		
2.0 Writing Applications	2.1 Write narratives: a. Establish and develop a plot and setting and present a point of view that is appropriate to the stories. b. Include sensory details and concrete language to develop plot and character. c. Use a range of narrative devices (e.g., dialogue, suspense).	Writing	3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. 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. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. e. Provide a conclusion that follows from the narrated experiences or events.	Yes	
	2.2 Write expository compositions (e.g., description, explanation, comparison and contrast, problem and solution): a. State the thesis or purpose. b. Explain the situation. c. Follow an organizational pattern appropriate to the type of composition. d. Offer persuasive evidence to validate arguments and conclusions as needed.	Writing	2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to clarify the relationships among ideas and concepts.	Yes	Thesis statement appears in California standards.

Domain: Writing Strategies	CA ELA Standard	Core Strand: Writing	Common Core Standards (CCS)	Alignment?	Comments in Reference to CCS
			<ul style="list-style-type: none"> d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from the information or explanation presented. 		
	<p>2.3 Write research reports: a. Pose relevant questions with a scope narrow enough to be thoroughly covered. b. Support the main idea or ideas with facts, details, examples, and explanations from multiple authoritative sources (e.g., speakers, periodicals, online information searches). c. Include a bibliography.</p>	Writing	<ul style="list-style-type: none"> 7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. 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. 	Yes	
	<p>2.4 Write responses to literature: a. Develop an interpretation exhibiting careful reading, understanding, and insight. b. Organize the interpretation around several clear ideas, premises, or images. c. Develop and justify the interpretation through sustained use of examples and textual evidence.</p>	Writing	<ul style="list-style-type: none"> 9. Draw evidence from literary or informational texts to support analysis, reflection, and research. <ul style="list-style-type: none"> 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”). 	Yes	

Domain: Writing Strategies	CA ELA Standard	Core Strand: Writing	Common Core Standards (CCS)	Alignment?	Comments in Reference to CCS
	2.5 Write persuasive compositions: a. State a clear position on a proposition or proposal. b. Support the position with organized and relevant evidence. c. Anticipate and address reader concerns and counterarguments.	Writing	1. Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s) and organize the reasons and evidence clearly. b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from the argument presented.	Yes	

Domain: Written/Oral Language Conventions	CA ELA Standard	Core Strand: Language	Common Core Standards (CCS)	Alignment?	Comments in Reference to CCS
Sentence Structure	1.1 Use simple, compound, and compound-complex sentences; use effective coordination and subordination of ideas to express complete thoughts.	Language	7 th 1b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.	Yes	
	1.2 Use parallelism.	Language	9/10 th 1a. Use parallel structure.*	Yes	
	1.3 Use subordination, coordination, apposition to show relationships.	Language	7 th 1b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.	Yes	
Grammar	1.2 Identify and properly use indefinite pronouns and present perfect, past perfect, and future perfect verb tenses;	Language	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Ensure that pronouns are in the proper case (subjective, objective, possessive).	Yes	Indefinite pronouns in grade 1; Perfect tense introduced in 3 rd grade; Noun-verb agreement with

Domain: Written/Oral Language Conventions	CA ELA Standard	Core Strand: Language	Common Core Standards (CCS)	Alignment?	Comments in Reference to CCS
	ensure that verbs agree with compound subjects.		<ul style="list-style-type: none"> b. Use intensive pronouns (e.g., <i>myself</i>, <i>ourselves</i>). c. Recognize and correct inappropriate shifts in pronoun number and person.* d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).* 		compound subjects not evident in CCS.
Punctuation/ Capitalization	<p>1.3 Use colons after the salutation in business letters, semicolons to connect independent clauses, and commas when linking two clauses with a conjunction in compound sentences.</p> <p>1.4 Use correct capitalization.</p>	Language	<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/ parenthetical elements.* 	Yes	<p>Use of colons/semicolons appears in CCS at 9th grade:</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. b. Use a colon to introduce a list or quotation.
Spelling	1.5 Spell frequently misspelled words correctly (e.g., <i>their</i> , <i>they're</i> , <i>there</i>).	Language	2b. Spell correctly.	Yes	

Domain: Listening/Speaking	CA ELA Standard	Core Strand: Speaking and Listening	Common Core Standards (CCS)	Alignment?	Comments in Reference to CCS
Comprehension	1.1 Relate the speaker’s verbal communication (e.g., word choice, pitch, feeling, tone) to the nonverbal message (e.g., posture, gesture).	Speaking and Listening		No	
	1.2 Identify the tone, mood, and emotion conveyed in the oral communication.	Speaking and Listening		No	
	1.3 Restate and execute multiple-step oral instructions and directions.	Literacy in H/SS and S/T	H/SS 3: Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered). S/T 3: Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.	Partial	California standards place this standard in listening and speaking, while CCS places it in content area literacy.
Organization	1.4 Select a focus, an organizational structure, and a point of view, matching the purpose, message, occasion, and vocal modulation to the audience.	Speaking and Listening	4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.	Yes	
	1.5 Emphasize salient points to assist the listener in following the main ideas and concepts.	Speaking and Listening	4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.	Yes	
	1.6 Support opinions with detailed evidence and with visual or media displays that use appropriate technology.	Speaking and Listening	5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	Yes	
	1.7 Use effective rate, volume, pitch, and tone and align nonverbal elements to sustain audience interest and attention.	Speaking and Listening	4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.	Partial	CCS focuses on precision of speech, not the nonverbal communication.

Domain: Listening/Speaking	CA ELA Standard	Core Strand: Speaking and Listening	Common Core Standards (CCS)	Alignment?	Comments in Reference to CCS
	1.7 Use audience feedback a. Reconsider organizational structure b. Rearrange words/sentences			No	Not evident in the CCS standard.
Analysis	1.8 Analyze the use of rhetorical devices (e.g., cadence, repetitive patterns, use of onomatopoeia) for intent and effect.	Speaking and Listening		No	Clarity in speech, not prosody, is the emphasis of the CCS standard.
	1.9 Identify persuasive and propaganda techniques used in television and identify false and misleading information.	Speaking and Listening		No	
Application	2.1 Deliver narrative presentations: a. Establish a context, plot, and point of view. b. Include sensory details and concrete language to develop the plot and character. c. Use a range of narrative devices (e.g., dialogue, tension, or suspense).	Speaking and Listening	4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.	Partial	Does not specify narrative structure.
	2.2 Deliver informative presentations: a. Pose relevant questions sufficiently limited in scope to be completely and thoroughly answered. b. Develop the topic with facts, details, examples, and explanations from multiple authoritative sources (e.g., speakers, periodicals, online information).	Speaking and Listening	4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.	Partial	The CAS is more detailed and specific than the CCS.

Domain: Listening/Speaking	CA ELA Standard	Core Strand: Speaking and Listening	Common Core Standards (CCS)	Alignment?	Comments in Reference to CCS
	2.3 Deliver oral responses to literature: a. Develop an interpretation exhibiting careful reading, understanding, and insight. b. Organize the selected interpretation around several clear ideas, premises, or images. c. Develop and justify the selected interpretation through sustained use of examples and textual evidence.	Speaking and Listening	4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.	Partial	The CAS is more detailed and specific than the CCS.
	2.4 Deliver persuasive presentations: a. Provide a clear statement of the position. b. Include relevant evidence. c. Offer a logical sequence of information. d. Engage the listener and foster acceptance of the proposition or proposal.	Speaking and Listening	4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.	Partial	The CAS is more detailed and specific than the CCS.
	2.5 Deliver presentations on problems and solutions: a. Theorize on the causes and effects of each problem and establish connections between the defined problem and at least one solution. B. Offer persuasive evidence to validate the definition of the problem and the proposed solutions.	Speaking and Listening	4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.	Partial	The CAS is more detailed and specific than the CCS.

Common Core Standards not found in Grade 6 CA ELA standards

Core Strand	Common Core Standard	Found in CA ELA Standards
Literature-Key Ideas & Details	1. Cite wide range of evidence thru text to support analysis of explicitly stated and implicitly stated	CA 5 th grade Reading Comprehension standard 2.4: Draw inferences, conclusions, generalizations about text and support them with textual evidence and prior knowledge.
Literature-Key Ideas & Details	2. Analyze reoccurring events that contribute to theme development	Not found in 6 th grade ELA standards.
Literature-Craft & Structure	6. Explain how perspectives of characters and audience produce suspense or humor	Not found in 6 th grade ELA standards.
Literature-Integration of Knowledge	7. Analyze live/filmed production stays faithful or departs from script/text	Not found in 6 th grade ELA standards.
Informational-Integration of Knowledge	7. Evaluate pos/neg of using different media to present topic	Not found in 6 th grade ELA standards.
Informational-Integration of Knowledge	9. Compare how 2 or more authors shape their presentation of key info by emphasizing different evidence	CA 4 th grade standard Reading Comprehension 2.5: Compare and contrast information on the same topic after reading several passages or articles.
Writing-Text types	1. Write arguments c. Use words to make clear relationships d. Sustain objective style e. Provide concluding statement	CA 6 th grade Writing Application Standard 2.5c: anticipate and address reader concerns and counterarguments.
Speaking-Comprehension	1. Initiate/engage in group discussions a. Prep for discussion b. Cooperate with peers c. Advance discussion by asking questions, etc. d. Listen for range of positions on issues e. Justify own thinking after listening to others	Not found in 6 th grade ELA standards.
Language-Vocabulary	5b. Distinguish word from other words with similar denotations but different connotations	CA 9 th grade standard.

California Standards not found in 6th grade Common Core Standards

CA Strand	CA 6th Grade ELA Standard	Comments
Vocabulary	1.3 Recognize the origins and meanings of frequently used foreign words in English and use these words accurately in speaking and writing.	Not found in CCS Standards.
Reading Comprehension	2.5 Follow multiple-step instructions for preparing applications (e.g., for a public library card, bank savings account, sports club, league membership).	Not found in CCS Standards.
Writing Applications	2.2 A State the thesis or problem.	Reference to thesis statements not found in CCS.
Listening and Speaking	1.1 Relate the speaker's verbal communication (e.g., word choice, pitch, feeling, tone) to the nonverbal message (e.g., posture, gesture).	Not found in CCS Standards.
Listening and Speaking	1.2 Identify the tone, mood, and emotion conveyed in the oral communication.	Not found in CCS Standards.
Listening and Speaking	1.7 Use audience feedback a. Reconsider organizational structure b. Rearrange words/sentences	Not found in CCS Standards.
Listening and Speaking	1.8 Analyze the use of rhetorical devices (e.g., cadence, repetitive patterns, use of onomatopoeia) for intent and effect.	Not found in CCS Standards.
Listening and Speaking	1.9 Identify persuasive and propaganda techniques used in television and identify false and misleading information.	Not found in CCS Standards.