

STRAND	STANDARD	ONGOING COMMON CORE STATE STANDARDS — SIXTH GRADE
READING FOR LITERATURE	CC.RL.6.1	Key Ideas and Details: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
	CC.RL.6.10	Range of Reading and Level of Text Complexity: 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.
READING FOR INFORMATIONAL TEXT	CC.RI.6.1	Key Ideas and Details: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
	CC.RI.6.10	Range of Reading and Level of Text Complexity: By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
WRITING	CC.W.6.4	Production and Distribution of Writing: 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.)
	CC.W.6.5	Production and Distribution of Writing: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6 on page 53.)
	CC.W.6.6	Production and Distribution of Writing: 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.
	CC.W.6.7	Research to Build and Present Knowledge: Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
	CC.W.6.9	Research to Build and Present Knowledge: Draw evidence from literary or informational texts to support analysis, reflection, and research.
	CC.W.6.10	Range of Writing: 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.
SPEAKING AND LISTENING	CC.SL.6.1	Comprehension and Collaboration: 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.
	CC.SL.6.1a	Comprehension and Collaboration: 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.
	CC.SL.6.1b	Comprehension and Collaboration: Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
	CC.SL.6.1c	Comprehension and Collaboration: Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
	CC.SL.6.1d	Comprehension and Collaboration: Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
	CC.SL.6.2	Comprehension and Collaboration: Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
	CC.SL.6.3	Comprehension and Collaboration: Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
	CC.SL.6.4	Presentation of Knowledge and Ideas: 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.
	CC.SL.6.5	Presentation of Knowledge and Ideas: Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
	CC.SL.6.6	Presentation of Knowledge and Ideas: 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 on page 53 for specific expectations.)

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LANGUAGE	CC.L.6.1e	Conventions of Standard English: Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*
	CC.L.6.2b	Conventions of Standard English: Spell correctly.
	CC.L.6.4a	Vocabulary Acquisition and Use: 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.
	CC.L.6.4d	Vocabulary Acquisition and Use: 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).
	CC.L.6.6	Vocabulary Acquisition and Use: 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.