

Measuring Up® to the California Content Standards Correlation to the Common Core State Standards (CCSS)

English Language Arts, Grade 6

The Common Core State Standards (CCSS) are a clear set of K-12 grade-specific expectations that define what it means for students to be college and career-ready in the 21st century. The following alignment shows where you can find lessons in the Measuring Up worktexts for the CCSS, where applicable. CCSS that partially match your state standards are noted with an asterisk.

Disclaimer: This correlation is subject to change based on any pending state curriculum decisions.

California Content Standards	Common Core State Standards (CCSS)	Measuring Up® Lessons
California Content Standard 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development: Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.		
6.1.1 Word Recognition: Read aloud narrative and expository text fluently and accurately, and with appropriate pacing, intonation, and expression.	RF.5.4.b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	1
6.1.2 Vocabulary and Concept Development: Distinguish and interpret figurative language and words with multiple meanings.	RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	2, 3, B
6.1.3 Vocabulary and Concept Development: Recognize the origins and meanings of frequently used foreign words in English and use these words accurately in speaking and writing.	N/A	5, B
6.1.4 Vocabulary and Concept Development: Monitor expository text for unknown words or words with novel meanings by using word, sentence, and paragraph clues to determine meaning.	RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	4, B

California Content Standards

Common Core State Standards (CCSS)

**Measuring Up[®]
Lessons**

<p>6.1.5 Vocabulary and Concept Development: Understand and explain “shades of meaning” in related words (e.g., softly and quietly).</p>	<p>*L.6.5.b Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p>	<p>6, B</p>
<p>California Content Standard 2.0 Reading Comprehension (Focus on Informational Materials): Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. The selections in Recommended Readings in Literature, Kindergarten Through Grade Eight illustrate the quality and complexity of the materials to be read by students. In addition, by grade eight, students read one million words annually on their own, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade six, students continue to make progress toward this goal.</p>		
<p>6.2.1 Structural Features of Informational Materials: Identify the structural features of popular media (e.g. newspapers, magazines, online information) and use features to obtain information.</p>	<p>N/A</p>	<p>7, B</p>
<p>6.2.2 Structural Features of Informational Materials: Analyze text that uses the compare-and-contrast organizational pattern.</p>	<p>*RI.5.5 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.</p>	<p>8, B</p>
<p>6.2.3 Comprehension and Analysis of Grade-Level-Appropriate Text: Connect and clarify main ideas by identifying their relationships to other sources and related topics.</p>	<p>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.</p>	<p>9, B</p>
<p>6.2.4 Comprehension and Analysis of Grade-Level-Appropriate Text: Clarify an understanding of texts by creating outlines, logical notes, summaries, or reports.</p>	<p>*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.</p>	<p>10, B</p>
<p>6.2.5 Comprehension and Analysis of Grade-Level-Appropriate Text: Follow multiple-step instructions for preparing applications (e.g., for a public library card, bank savings account, sports club, league membership).</p>	<p>N/A</p>	<p>11</p>
<p>6.2.6 Expository Critique: Determine the adequacy and appropriateness of the evidence for an author’s conclusions.</p>	<p>RI.6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>	<p>12, B</p>
<p>6.2.7 Expository Critique: Make reasonable assertions about text through accurate, supporting citations.</p>	<p>RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>12, B</p>
	<p>RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>12, B</p>

California Content Standards

Common Core State Standards (CCSS)

<p>6.2.8 Expository Critique: Note instances of unsupported inferences, fallacious reasoning, persuasion, and propaganda in text.</p>	<p>RI.6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>	<p>12, B</p>
<p>California Content Standard 3.0 Literary Response and Analysis: Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They clarify the ideas and connect them to other literary works. The selections in Recommended Readings in Literature, Kindergarten Through Grade Eight illustrate the quality and complexity of the materials to be read by students.</p>		
<p>6.3.1 Structural Features of Literature: Identify the forms of fiction and describe the major characteristics of each form.</p>	<p>RL.6.9 Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.</p>	<p>13, B</p>
<p>6.3.2 Narrative Analysis of Grade-Level-Appropriate Text: 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.</p>	<p>*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.</p>	<p>14, B</p>
<p>6.3.3 Narrative Analysis of Grade-Level-Appropriate Text: Analyze the influence of setting on the problem and its resolution.</p>	<p>*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.</p>	<p>15, B</p>
<p>6.3.4 Narrative Analysis of Grade-Level-Appropriate Text: Define how tone or meaning is conveyed in poetry through word choice, figurative language, sentence structure, line length, punctuation, rhythm, repetition, and rhyme.</p>	<p>*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.</p>	<p>16</p>
<p>6.3.5 Narrative Analysis of Grade-Level-Appropriate Text: Identify the speaker and recognize the difference between first- and third-person narration (e.g., autobiography compared with biography).</p>	<p>RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text.</p>	<p>17, B</p>
<p>6.3.6 Narrative Analysis of Grade-Level-Appropriate Text: Identify and analyze features of themes conveyed through characters, actions, and images.</p>	<p>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.</p>	<p>18, B</p>
<p>6.3.7 Narrative Analysis of Grade-Level-Appropriate Text: Explain the effects of common literary devices (e.g., symbolism, imagery, metaphor) in a variety of fictional and nonfictional texts.</p>	<p>*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.</p>	<p>18, 19, B</p>
<p>6.3.8 Literary Criticism: 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).</p>	<p>*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.</p>	<p>20</p>

California Content Standards

Common Core State Standards (CCSS)

**Measuring Up[®]
Lessons**

<p>California Content Standard 1.0 Writing Strategies: Students write clear, coherent, and focused essays. The writing exhibits students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.</p>		
<p>WS6.1.1 Organization and Focus: Choose the form of writing (e.g., personal letter, letter to the editor, review, poem, report, narrative) that best suits the intended purpose.</p>	<p>*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 tasks, purposes, and audiences.</p>	<p>21, B</p>
<p>WS6.1.2 Organization and Focus: 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.</p>	<p>W.6.2.a 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.</p>	<p>22, B</p>
<p>WS6.1.3 Organization and Focus: Use a variety of effective and coherent organizational patterns, including comparison and contrast; organization by categories; and arrangement by spatial order, order of importance, or climactic order.</p>	<p>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.)</p>	<p>22, B</p>
<p>WS6.1.6 Evaluation and Revision: Revise writing to improve the organization and consistency of ideas within and between paragraphs.</p>	<p>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.)</p>	<p>23, B</p>
<p>California Content Standard 1.0 Written and Oral English Language Conventions: Students write and speak with a command of standard English conventions appropriate to this grade level.</p>		
<p>WC6.1.1 Sentence Structure: Use simple, compound, and compound-complex sentences; use effective coordination and subordination of ideas to express complete thoughts.</p>	<p>*L.6.3.a Vary sentence patterns for meaning, reader/listener interest, and style.</p>	<p>24, B</p>

California Content Standards	Common Core State Standards (CCSS)	Measuring Up® Lessons
WC6.1.2 Grammar: Identify and properly use indefinite pronouns and present perfect, past perfect, and future perfect verb tenses; ensure that verbs agree with compound subjects.	*L.5.1.c Use verb tense to convey various times, sequences, states, and conditions.	25, B
WC6.1.3 Punctuation: Use colons after the salutation in business letters, semicolons to connect independent clauses, and commas when linking two clauses with a conjunction in compound sentences.	*L.CCR.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	26, B
WC6.1.4 Capitalization: Use correct capitalization	*L.CCR.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	26, B
WC6.1.5 Spelling: Spell frequently misspelled words correctly (e.g., their, they're, there).	L.6.2.b Spell correctly.	26, B
California Content Standard 2.0 Writing Applications (Genres and Their Characteristics): Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0. Using the writing strategies of grade six outlined in Writing Standard 1.0, students:		
WA6.2.1 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).	W.6.3.a 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.	27
WA6.2.2 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.	W.6.2.a 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.	28, B

California Content Standards

Common Core State Standards (CCSS)

**Measuring Up®
Lessons**

<p>WA6.2.3 Write research reports:</p> <ul style="list-style-type: none"> 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>W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p>	<p>RH</p>
<p>WA6.2.4 Write responses to literature:</p> <ul style="list-style-type: none"> 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>W.6.9.a Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <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”). 	<p>29, B</p>
<p>WA6.2.5 Write persuasive compositions:</p> <ul style="list-style-type: none"> 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. 	<p>W.6.1.a Write arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> a. Introduce claim(s) and organize the reasons and evidence clearly. 	<p>30</p>
	<p>W.6.1.b Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p>	<p>30</p>
<p>California Content Standard 1.0 Writing Strategies: Students write clear, coherent, and focused essays. The writing exhibits students’ awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.</p>		
<p>WS6.1.4 Research and Technology: Use organizational features of electronic text (e.g., bulletin boards, databases, keyword searches, e-mail addresses) to locate information.</p>	<p>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.</p>	<p>RH</p>

California Content Standards**Common Core State Standards (CCSS)****Measuring Up®
Lessons**

WS6.1.5 Research and Technology: Compose documents with appropriate formatting by using word-processing skills and principles of design (e.g., margins, tabs, spacing, columns, page orientation).	W.6.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.	RH
--	---	----

Common Core State Standards (CCSS) Not Addressed

The purpose of this Measuring Up® worktext is to provide instruction customized to your state content standards. As such, the following Common Core State Standards do not correlate to this worktext:

- R.CCR.1 W.CCR.1
- R.CCR.2 W.CCR.2
- R.CCR.3 W.CCR.3
- R.CCR.4 W.CCR.4
- R.CCR.5 W.CCR.5
- R.CCR.6 W.CCR.6
- R.CCR.7 W.CCR.7
- R.CCR.8 W.CCR.8
- R.CCR.9 W.CCR.9
- R.CCR.10 W.CCR.10
- RL.6.5 W.6.1.c
- RL.6.7 W.6.1.d
- RL.6.10 W.6.1.e
- RI.6.3 W.6.2.b
- RI.6.4 W.6.2.c
- RI.6.5 W.6.2.d
- RI.6.6 W.6.2.e
- RI.6.7 W.6.2.f
- RI.6.9 W.6.3.b
- RI.6.10 W.6.3.c
- L.CCR.1 W.6.3.d
- L.CCR.3 W.6.3.e
- L.CCR.4 W.6.9.b
- L.CCR.5 SL.CCR.1
- L.CCR.6 SL.CCR.2
- L.6.1.a SL.CCR.3
- L.6.1.b SL.CCR.4
- L.6.1.c SL.CCR.5
- L.6.1.d SL.CCR.6
- L.6.1.e SL.6.1.a
- L.6.2.a SL.6.1.b
- L.6.3.b SL.6.1.c
- L.6.4.a SL.6.1.d
- L.6.4.b SL.6.2
- L.6.4.c SL.6.3
- L.6.4.d SL.6.4
- L.6.5.a SL.6.5
- L.6.5.c SL.6.6
- L.6.6