

**California State Language Arts Standards for Grade 6  
Compared to K12 Language Arts Program for Grade 6**

Strand/Topic	CA State Language Arts Standards	Coverage	K12 grade, unit, lesson
<b>CALIFORNIA CONTENT STANDARDS: READING</b>			
<b>1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT</b>	1.2 Vocabulary and Concept Development: identify and interpret figurative language and words with multiple meanings	Full	Literature Units 1, 2, 3, 4, 5, 7, 8, 9, 11, 12, 13, 14, 15, 16, 17, 18 Vocabulary from Classical Roots
	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	Full	Literature Units 1 - 18 Vocabulary from Classical Roots
	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	Partial	Literature Units 6, 10 Composition Units 6, 7 Vocabulary from Classical Roots
	1.5 Vocabulary and Concept Development: understand and explain "shades of meaning" in related words (e.g., softly and quietly)	Partial	Throughout Literature Units, for example: Literature Unit 10 Vocabulary Units 2, 3, 4
<b>2.0 READING COMPREHENSION (FOCUS ON INFORMATIONAL MATERIALS)</b>	2.1 Structural Features of Informational Materials: identify the structural features of popular media (e.g., newspapers, magazines, online information) and use the features to obtain information	Full	Literature Units 6, 10 Composition Units 5, 6, 7
	2.2 Structural Features of Informational Materials: analyze text that uses the compare-and-contrast organizational pattern	Partial	Literature Unit 10 Composition Unit 3
	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	Full	Literature Units 6, 10 Composition Units 5, 6, 7
	2.4 Comprehension and Analysis of Grade-Level-Appropriate Text: clarify an understanding of texts by creating outlines, logical notes, summaries, or reports	Full	Literature Units 6, 10 Composition Units 5, 6, 7
	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)	Not Covered	
	2.6 Expository Critique: determine the adequacy and appropriateness of the evidence for an author's conclusions	Full	Literature Units 6, 10 Composition Units 5, 6, 7
	2.7 Expository Critique: make reasonable assertions about a text through accurate, supporting citations	Full	Literature Units 6, 10 Composition Units 5, 6, 7
	2.8 Expository Critique: note instances of unsupported inferences, fallacious reasoning, persuasion and propaganda in text	Full	Literature Units 6, 10 Composition Units 5, 6, 7

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<b>3.0 LITERARY RESPONSE AND ANALYSIS</b>	3.1 Structural Features of Literature: identify the forms of fiction and describe the major characteristics of each form	Full	Literature Units 1, 2, 3, 4, 5, 7, 8, 9, 11, 12, 13, 14, 15, 16, 17, 18
	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	Full	Literature Units 1, 2, 3, 4, 5, 7, 8, 9, 11, 12, 13, 14, 15, 16, 17, 18
	3.3 Narrative Analysis of Grade-Level-Appropriate Text: analyze the influence of setting on the problem and its resolution	Full	Literature Units 2, 7, 15, 16
	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	Full	Literature Unit 12
	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)	Full	Composition Units 2, 6 Literature Units 2, 11
	3.6 Narrative Analysis of Grade-Level-Appropriate Text: identify and analyze features of themes conveyed through characters, actions, and images	Full	Literature Units 1, 2, 4, 5, 7, 8, 11, 12, 15
	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	Full	Literature Units 1, 2, 3, 4, 5, 7, 8, 9, 11, 12, 13, 14, 15, 16, 17, 18
	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)	Not Covered	
<b>CALIFORNIA CONTENT STANDARDS: WRITING</b>			
<b>1.0 WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS</b>	1.1 Sentence Structure: use simple, compound, and compound-complex sentences; use effective coordination and subordination of ideas to express complete thoughts	Full	Grammar, Usage and Mechanics Unit 7 Composition Units 1-8
	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	Full	Grammar, Usage and Mechanics Units 7, 8, 9, 10, 11 Composition Units 1-8
	1.3 Punctuation: use colons after the salutation in business letters, semi-colons to connect independent clauses, and commas when linking two clauses with a conjunction in compound sentences	Full	Grammar, Usage and Mechanics Unit 17
	1.4 Capitalization: use correct capitalization	Full	Grammar, Usage and Mechanics Unit 14 Composition Units 1-8
	1.5 Spelling: spell frequently misspelled words correctly (e.g., their, they're, there)	Full	Expected throughout Literature and Composition Units by this grade level.
	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	Full	Composition Units 1-8

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1.0 WRITING STRATEGIES	1.2 Organization and Focus: create multiple-paragraph expository compositions 1) engage the interest of the reader and state a clear purpose 2) develop the topic with supportive details and precise verbs, nouns, and adjectives to paint a visual image in the mind of the reader 3) conclude with a detailed summary linked to the purpose of composition	Full	Composition Units 1-8
	1.3 Organization and Focus: use a variety of effective and coherent organizational patterns, including comparison and contrast; organization by categories; and arrangement of spatial order, order of importance, or climactic order	Partial	Composition Units 1-8
	1.4 Research and Technology: use organizational features of electronic text (e.g., bulletin boards, databases, keyword searches, e-mail addresses) to locate information	Full	Composition Unit 5
	1.6 Evaluation and Revision: revise writing to improve organization and consistency of ideas within and between paragraphs	Full	Composition Units 1-8

<b>Gap/Possibility for Covering Gap</b>
Words with novel meanings not explicitly addressed.
This concept is not explicitly addressed, but students occasionally explore the concept, for example lookint at the difference between smart and wise in unit 10.
This is not extensively covered by K12.
Students read and write multiple-step instructions in Composition Unit 6, but not for applications specifically.



<b>Gap/Possibility for Covering Gap</b>
Organization by categories and of spatial order are not addressed.