| | | Standard Code | Current Standard | Revised Standard Recommendation | Additional Information/Notes |
|---|---|---|---|---|---|
| **READING STANDARDS** | **Key Ideas and Details** | 6.R.1 | | Cite the textual evidence that strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. | New recommended Standard that combines Reading for Information and Reading for Literature |
| | | 6.R.2 | | Determine a central idea, and where applicable the theme of a text(s) and how it's conveyed through key supporting details over the course of a text. | New recommended Standard that combines Reading for Information and Reading for Literature |
| | | 6.R.3 | | Trace the development of a text. In informational texts, describe how an individual, event, or idea is introduced and elaborated. In literary texts, describe how the events unfold, as well as how the characters respond or change as the plot moves toward a resolution. | New recommended Standard that combines Reading for Information and Reading for Literature |
| | **Craft and Structure** | 6.R.4 | | Determine the technical, connotative, and figurative meaning of words and phrases as they are used in both literary and informational texts and analyze the impact of word choice on meaning or tone/mood. Analyze the impact of rhyme on meaning or tone in a specific excerpt of a poem, story, drama, or text. | New recommended Standard that combines Reading for Information and Reading for Literature |

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| | | Standard Code | Current Standard | Revised Standard Recommendation | Additional Information/Notes |
|---|---|---|---|---|---|
| READING STANDARDS | Craft and Structure | 6.R.5 | | Analyze how a particular sentence, paragraph, stanza, chapter, scene, or section fits into the overall structure of a text and how it contributes to the development of theme, setting, plot, or ideas, in both literary and informational texts | New recommended Standard that combines Reading for Information and Reading for Literature |
| | | 6.R.6 | | Determine an author's perspective and purpose in a text and explain how it is conveyed. In literary texts, determine the narrative point of view and explain how it conveys meaning. | New recommended Standard that combines Reading for Information and Reading for Literature |
| | Integration of Knowledge and Ideas | 6.R.7 | | Integrate information presented in different media or formats as well as in text form; contrasting what is visualized through text based formats as compared to what is perceived through multimedia formats in order to develop understanding of the topic. | New recommended Standard that combines Reading for Information and Reading for Literature |
| | | 6.R.8 | | Trace and evaluate the argument and specific claims in informational texts, distinguishing claims that are supported by reasons and evidence from claims that are not. | New recommended Standard that combines Reading for Information and Reading for Literature |

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| | | | Standard Code | Current Standard | Revised Standard Recommendation | Additional Information/Notes |
|---|---|---|---|---|---|---|
| **READING STANDARDS** | | **Integration of Knowledge and Ideas** | 6.R.9 | | Compare and contrast one author's presentation with that of another in both literary and informational texts. Analyze how two or more texts address similar themes, topics or events in order to build knowledge or to compare the approaches of two different authors. | New recommended Standard that combines Reading for Information and Reading for Literature |
| | **Range of Reading and Level of Text Complexity** | | 6.R.10 | | Text complexity standard to be moved to supporting guidance. | Text complexity standard to be moved to supporting guidance. |
| | **Responding to Literature** | | 6.R.11 | | Recognize, interpret, and make connections in narratives, poetry, and drama, ethically and artistically to other texts, ideas, cultural perspectives, eras, personal events, and situations. | New recommended Standard that combines Reading for Information and Reading for Literature |
| | | | 6.R.11.a | | Self-select text based on personal preferences. | New recommended Standard that combines Reading for Information and Reading for Literature |
| | | | 6.R.11.b | | Use established criteria to classify, select, and evaluate texts to make informed judgments about the quality of the pieces. | New recommended Standard that combines Reading for Information and Reading for Literature |

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| | | Standard Code | Current Standard | Revised Standard Recommendation | Additional Information/Notes |
|---|---|---|---|---|---|
| **WRITING STANDARDS** | **Production, Range, and Distribution of Writing** | 6.W.1 | | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | New recommended Standard for Writing. |
| | | 6.W.1a | | Not applicable to this grade | |
| | | 6.W.1b | | Use precise language and domain-specific vocabulary to inform about or explain the topic. | New recommended Standard for Writing. |
| | | 6.W.1c | | Use appropriate transitions to clarify the relationships among ideas and concepts. | New recommended Standard for Writing. |
| | | 6.W.1d | | Establish and maintain a formal style. | New recommended Standard for Writing. |
| | | 6.W.1e | | Provide a concluding statement or section that supports the information or explanation presented. | New recommended Standard for Writing. |
| | | 6.W.2 | | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. | New recommended Standard for Writing. |
| | | 6.W.3 | | Write routinely over extended and shorter time frames or a range of tasks, purposes, and audiences. | New recommended Standard for Writing. |

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| | | Standard Code | Current Standard | Revised Standard Recommendation | Additional Information/Notes |
|---|---|---|---|---|---|
| **WRITING STANDARDS** | **Production, Range, and Distribution of Writing** | 6.W.4 | | Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others. | New recommended Standard for Writing. |
| | **Research to Build and Present Knowledge** | 6.W.5 | | Conduct research to answer questions, including self-generated questions, drawing on several sources and refocusing the inquiry when appropriate. | New recommended Standard for Writing. |
| | | 6.W.6 | | 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. | New recommended Standard for Writing. |
| | | 6.W.7 | | Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 6 Reading standards to both literary and informational text, where applicable | New recommended Standard for Writing. |
| | **Text Types and Purposes** | 6.W.8 | | Write arguments to support claims with clear reasons and relevant evidence. | New recommended Standard for Writing. |
| | | 6.W.8a | | Introduce claim(s) and organize the reasons and evidence clearly. | New recommended Standard for Writing. |

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|  |  | Standard Code | Current Standard | Revised Standard Recommendation | Additional Information/Notes |
|---|---|---|---|---|---|
| **WRITING STANDARDS** | **Text Types and Purposes** | 6.W.8b |  | Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. | New recommended Standard for Writing. |
|  |  | 6.W.9 |  | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. | New recommended Standard for Writing. |
|  |  | 6.W.9a |  | 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. | New recommended Standard for Writing. |
|  |  | 6.W.9b |  | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. | New recommended Standard for Writing. |
|  |  | 6.W.10 |  | Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details and sequencing | New recommended Standard for Writing. |

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| | | Standard Code | Current Standard | Revised Standard Recommendation | Additional Information/Notes |
|---|---|---|---|---|---|
| **WRITING STANDARDS** | **Text Types and Purposes** | 6.W.10a | | Engage and orient the reader by introducing a narrator and/or characters; organize an event sequence | New recommended Standard for Writing. |
| | | 6.W.10b | | Use narrative techniques, such as dialogue and description, to develop experiences, events, and/or characters. | New recommended Standard for Writing. |
| | | 6.W.10c | | Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. | New recommended Standard for Writing. |
| | | 6.W.10d | | Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. | New recommended Standard for Writing. |
| | | 6.W.10e | | Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. | New recommended Standard for Writing. |
| | | 6.W.11 | | Create and present a text or art work in response to a literary work. | New recommended Standard for Writing. |
| | | 6.W.11a | | Develop a perspective or theme supported by relevant details. | New recommended Standard for Writing. |
| | | 6.W.11b | | Not applicable to this grade | |
| | | 6.W.11c | | Recognize and illustrate social, historical, and cultural features in the presentation of literary texts. | New recommended Standard for Writing. |

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| | | Standard Code | Current Standard | Revised Standard Recommendation | Additional Information/Notes |
|---|---|---|---|---|---|
| **WRITING STANDARDS** | **Text Types and Purposes** | 6.W.11d | | Create poetry, stories, plays, and other literary forms (e.g. videos, art work). | New recommended Standard for Writing. |

DRAFT NYS GRADE 6 ELA STANDARDS

| | | Standard Code | Current Standard | Revised Standard Recommendation | Additional Information/Notes |
|---|---|---|---|---|---|
| SPEAKING AND LISTENING STANDARDS | Comprehension and Collaboration | 6.SL.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. | Engage effectively in a range of collaborative discussions with diverse partners, building on others' ideas, and expressing their own clearly. | Changed to remove examples. Committee recommends a separate section with examples/guidance. |
| | | 6.SL.1a | 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. | Come to discussions prepared, having read or studied required material; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. | Changed for clarity (removed explicitly). |
| | | 6.SL.1b | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. | Follow norms for collegial discussions, set specific goals and deadlines, and define individual roles as needed. | Changed for consistency across grades (changed rules to norms). |
| | | 6.SL.1c | Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. | No change | |
| | | 6.SL.1d | Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. | Consider the relevant ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. | Changed for clarity of language (relevant and key). |

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|  |  | Standard Code | Current Standard | Revised Standard Recommendation | Additional Information/Notes |
|---|---|---|---|---|---|
| **SPEAKING AND LISTENING STANDARDS** | **Comprehension and Collaboration** | 6.SL.1e | Seek to understand and communicate with individuals from different perspectives and cultural backgrounds. | Seek to understand and communicate with individuals from diverse backgrounds. | Change for clarity and consistency across grades. |
|  |  | 6.SL.2 | 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. | Interpret information presented in diverse formats (e.g., visually, quantitatively, orally) and explain how it relates to a topic, text, or issue under study. | Changed for more precise language. |
|  |  | 6.SL.2a | Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively. | Suggestion to omit and move to companion document. |  |
|  |  | 6.SL.3 | Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. | No change |  |

DRAFT NYS GRADE 6 ELA STANDARDS

| | | Standard Code | Current Standard | Revised Standard Recommendation | Additional Information/Notes |
|---|---|---|---|---|---|
| SPEAKING AND LISTENING STANDARDS | Presentation of Knowledge and Ideas | 6.SL.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. | 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 enunciation. | Changed for language (pronunciation replaced with enunciation). |
| | | 6.SL.5 | Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. | Include multimedia components and visual displays in presentations to clarify information. | Changed to removed examples. Committee recommends a separate section with examples/guidance. |
| | | 6.SL.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 on page 66 for specific expectations.) | Adapt speech to a variety of contexts and task, demonstrating command of formal English when indicated or appropriate. | Changed to remove reference to Language Standards. |
| LANGUAGE | Conventions of Standard English | 6.L.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | No change | |
| | | 6.L.1a | Ensure that pronouns are in the proper case (subjective, objective, possessive). | No change | |

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| | | Standard Code | Current Standard | Revised Standard Recommendation | Additional Information/Notes |
|---|---|---|---|---|---|
| **LANGUAGE** | **Conventions of Standard English** | 6.L.1b | Use intensive pronouns (e.g., myself, ourselves). | Use intensive pronouns. | Changed to delete examples. Committee recommends a separate section with examples/guidance. |
| | | 6.L.1c | Recognize and correct inappropriate shifts in pronoun number and person.* | No change | |
| | | 6.L.1d | Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).* | Recognize and correct pronouns that have unclear or ambiguous antecedents.* | Changed to simplify language. |
| | | 6.L.1e | Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.* | Recognize variations of standard English, and use strategies to improve expression in conventional language.* | Changed to simplify language. |
| | | 6.L.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | No change | |
| | | 6.L.2a | Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.* | No change | |
| | | 6.L.2b | Spell correctly. | Deleted | |

* Begins in Grade 6 and continues as progressive skill

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| | | Standard Code | Current Standard | Revised Standard Recommendation | Additional Information/Notes |
|---|---|---|---|---|---|
| LANGUAGE | Knowledge of Language | 6.L.3 | Use knowledge of language and its conventions when writing, speaking, reading, or listening. | No change | |
| | | 6.L.3a | Vary sentence patterns for meaning, reader/listener interest, and style.* | No change | |
| | | 6.L.3b | Maintain consistency in style and tone.* | No change | |
| | Vocabulary Acquisition and Use | 6.L.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. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. | |
| | | 6.L.4a | 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. | No change | |
| | | 6.L.4b | Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). | No change | |
| | | 6.L.4c | 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. | Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. | Changed to omit references to print and digital. |

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|  |  | Standard Code | Current Standard | Revised Standard Recommendation | Additional Information/Notes |
|---|---|---|---|---|---|
| **LANGUAGE** | **Vocabulary Acquisition and Use** | 6.L.4d | 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). | No change | |
| | | 6.L.5 | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. | No change | |
| | | 6.L.5a | Interpret figures of speech (e.g., personification) in context. | Interpret figures of speech, including personification, in context. | Changed to make example part of the standard. |
| | | 6.L.5b | Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. | No change | |
| | | 6.L.5c | Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty). | Distinguish among the connotations of words with similar denotations (e.g., stingy, scrimping, economical, unwasteful, thrifty). | Changed-no need to define terms. |
| | | 6.L.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. | Acquire and accurately use general academic and domain-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression. | Changed "use accurately" to "accurately use." |

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