

# New York State ELAP Plus, Third Edition

## Grade 6, Form A Crosswalk

Lesson Title	Q#	CCLS	Next Generation Standard
<b>The Myth of Persephone and Demeter</b>	1	RL.6.1	6R1
	2	RL.6.2	6R2
	3	RL.6.3	6R3
	4	RL.6.5	6R5
	5	RL.6.5	6R5
	6	RL.6.6	6R6
	7	RL.6.3	6R3
<b>A Pioneer of Photography</b>	8	RI.6.3	6R3
	9	RI.6.4	6R4
	10	RI.6.5	6R5
	11	RI.6.1	6R1
	12	RI.6.2	6R2
	13	RI.6.3	6R3
	14	RI.6.1	6R1
<b>The Endangered Mexican Axolotl</b>	15	RI.6.7	6R7
	16	RI.6.5	6R5
	17	RI.6.1	6R1
	18	RI.6.2	6R2
	19	RI.6.6	6R6
	20	RI.6.7	6R7
	21	RI.6.3	6R3

## Grade 6, Form B Crosswalk

Lesson Title	Q#	CCLS	Next Generation Standard
<b>The Big Kahuna</b>	1	RI.6.1	6R1
	2	RI.6.5	6R5
	3	RI.6.7	6R7
	4	RI.6.5	6R5
	5	RI.6.3	6R3
	6	RI.6.6	6R6
	7	RI.6.8	6R8
<b>The Quest</b>	8	RL.6.2	6R2
	9	RL.6.1	6R1
	10	RL.6.4	6R4
	11	RL.6.3	6R3
	12	RL.6.3	6R3
	13	RL.6.2	6R2
	14	RL.6.6	6R6
<b>Meerkat Mania</b>	15	RI.6.9	6R9
	16	RI.6.1	6R1
	17	RI.6.2	6R2
	18	RI.6.5	6R5
	19	RI.6.3	6R3
	20	RI.6.2	6R2
	21	RI.6.6	6R6

## Grade 6, Form A Crosswalk

Lesson Title	Q#	CCLS	Next Generation Standard
<b>The Victorian</b>	22	RL.6.2	6R2
	23	RL.6.3	6R3
	24	RL.6.2	6R2
	25	RL.6.4	6R4
	26	RL.6.1	6R1
	27	RL.6.5	6R5
	28	RL.6.6	6R6
<b>Survival Teamwork</b>	29	RI.6.2	6R2
	30	RI.6.3	6R3
	31	RI.6.5	6R5
	32	RI.6.7	6R7
	33	RI.6.1	6R1
	34	RI.6.4	6R4
	35	RI.6.6	6R6
<b>The Writing Assignment</b>	36	RL.6.3; W.6.2, 4, 5	6R3, 6W2
	37	RL.6.6; W.6.2, 4, 5	6R6, 6W2
	38	RL.6.3; W.6.2, 4, 5	6R3, 6W2
<b>The Bayeux Tapestry</b>	39	RI.6.8; W.6.2, 4, 5	6R8, 6W2
	40	RI.6.2; W.6.2, 4, 5	6R2, 6W2
<b>The Överhogdal Tapestry</b>	41	RI.6.9; W.6.2, 4, 5	6R9, 6W2
	42	RI.6.9; W.6.2, 4, 5	6R9, 6W2

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Lesson Title	Q#	CCLS	Next Generation Standard
<b>Limiting Auto Pollution in Our Town</b>	22	RI.6.2	6R2
	23	RI.6.8	6R8
	24	RI.6.5	6R5
	25	RI.6.1	6R1
	26	RI.6.6	6R6
	27	RI.6.1	6R1
	28	RI.6.5	6R5
<b>The Class Election</b>	29	RL.6.1	6R1
	30	RL.6.5	6R5
	31	RL.6.4	6R4
	32	RL.6.3	6R3
	33	RL.6.6	6R6
	34	RL.6.1	6R1
	35	RL.6.2	6R2
<b>Sharing the Bounty</b>	36	RL.6.1; W.6.2, 4, 5	6R1, 6W2
	37	RL.6.4; W.6.2, 4, 5	6R4, 6W2
<b>Paul Revere's Midnight Ride</b>	38	RI.6.8; W.6.2, 4, 5	6R8, 6W2
<b>A Poet's View</b>	39	RI.6.3; W.6.2, 4, 5	6R3, 6W2
	40	RI.6.6; W.6.2, 4, 5	6R6, 6W2
	41	RI.6.9; W.6.2, 4, 5	6R9, 6W2
	42	RI.6.9; W.6.2, 4, 5	6R9, 6W2

Original Standard Code (2011)	Common Core Learning Standard	Next Generation Learning Standard
6R1	<p><b>RL</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>RI</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<b>6R1</b> Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences. <b>(RI &amp; RL)</b>
6R2	<p><b>RL</b> Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text <del>distinct from personal opinions or judgements.</del></p> <p><b>RI</b> Determine a central idea of a text and how it is <del>conveyed through particular details; provide a summary of the text distinct from personal opinions or judgements.</del></p>	<b>6R2</b> Determine a theme or central idea of a text and how it is <b>developed by key supporting details over the course of a text;</b> summarize a text. <b>(RI &amp; RL)</b>
6R3	<p><b>RL</b> Describe how a <del>particular story's or drama's</del> plot unfolds in a <del>series of episodes</del> as well as how the characters respond or change as the plot moves toward a resolution.</p> <p><b>RI</b> Analyze in <del>detail</del> how a key individual, event, or idea is introduced, <del>illustrated, and elaborated</del> in a text (e.g., through examples or anecdotes).</p>	<p><b>6R3</b> In literary texts, describe how <b>events</b> unfold, as well as how characters respond or change as the plot moves toward a resolution. <b>(RL)</b></p> <p>In informational texts, analyze how individuals, events, and ideas are introduced, <b>relate to each other, and are developed.</b> <b>(RI)</b></p>
6R4	<p><b>RL</b> 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><b>RI</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p>	<b>6R4</b> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. <b>(RI &amp; RL)</b>
6R5	<p><b>RL</b> Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p> <p><b>RI</b> Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</p>	<p><b>6R5</b> In literary texts, 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/<b>central idea</b>, setting, or plot. <b>(RL)</b></p> <p>In informational texts, analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and how it contributes to the development of <b>theme/central ideas.</b> <b>(RI)</b></p>
6R6	<p><b>RL</b> Explain how an author develops the point of view of the narrator or speaker in a text.</p> <p>a. Explain how an author's geographic location or culture affects his or her perspective.</p> <p><b>RI</b> Determine an author's point of view <del>or purpose</del> in a text and explain how it is conveyed in the text.</p>	<p><b>6R6</b> Identify the point of view and explain how it is developed and <b>conveys meaning.</b> <b>(RI &amp; RL)</b></p> <p>Explain how an author's geographic location or culture affects his or her perspective. <b>(RI &amp; RL)</b></p>

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6R7	<p><del>RL</del> Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.</p> <p><del>RI</del> 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.</p>	<b>6R7</b> Compare and contrast how different formats, including print and digital media, contribute to the understanding of a subject. (RI & RL)
6R8	<p><del>RL</del> (Not applicable to literature)</p> <p><del>RI</del> 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>	<b>6R8</b> Trace and evaluate the development of an argument and specific claims in texts, distinguishing claims that are supported by reasons and relevant evidence from claims that are not. (RI & RL)
6R9	<p><del>RL</del> 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><del>RI</del> Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person):</p> <p><del>a. Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively.</del></p>	<p><b>Omitted. See 6R9 (2017 standard) below for connections between texts.</b></p> <p><b>6R9</b> Use established criteria in order to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, eras, and personal experiences. (RI &amp; RL)</p>
6R10	<p><del>RL</del> 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.</p> <p><del>RI</del> 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.</p>	<b>Please see the “Range of Student Reading Experiences for 6th Grade” section included in the introduction to the 6th Grade Standards.</b>
6R11	<p><del>RL</del> Recognize, interpret, and make connections in narratives, poetry, and drama, ethically and artistically to other texts, ideas, cultural perspectives, eras, personal events, and situations.</p> <p><del>a. Self-select text based on personal preferences.</del></p> <p><del>b. Use established criteria to classify, select, and evaluate texts to make informed judgements about the quality of the pieces.</del></p> <p><del>RI</del> Not applicable to Reading for Information Standard</p>	<b>6R9</b> Use established criteria in order to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, eras, and personal experiences. (RI & RL)

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6W1	<p>Write arguments to support claims with clear reasons and relevant evidence.</p> <ol style="list-style-type: none"> <li>Introduce claim(s) and organize the reasons and evidence clearly.</li> <li>Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</li> <li>Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</li> <li>Establish and maintain a formal style.</li> <li>Provide a concluding statement or section that follows from the argument presented.</li> </ol>	<p><b>6W1</b> Write arguments to support claims with clear reasons and relevant evidence.</p> <p><b>6W1a</b> Introduce a precise claim, <b>acknowledge and distinguish the claim from a counterclaim, and organize the reasons and evidence logically.</b></p> <p><b>6W1b</b> Support claim(s) with clear reasons and relevant evidence, using credible sources while demonstrating an understanding of the topic or text.</p> <p><b>6W1c Use precise language and content-specific vocabulary to argue a claim.</b></p> <p><b>6W1d Use appropriate transitions to create cohesion</b> and clarify the relationships among <b>ideas and concepts.</b></p> <p><b>6W1e</b> Provide a concluding statement or section that explains the significance of the argument presented.</p> <p><b>6W1f</b> Maintain a style and tone <b>appropriate to the writing task.</b></p>
6W2	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ol style="list-style-type: none"> <li>Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; <del>include formatting (e.g., headings) graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</del></li> <li>Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</li> <li>Use appropriate transitions to clarify the relationships among ideas and concepts.</li> <li>Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>Establish and maintain a formal style.</li> <li>Provide a concluding statement or section that follows from the information or explanation presented.</li> </ol>	<p><b>6W2</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p><b>6W2a</b> Introduce a topic <b>clearly</b>; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect.</p> <p><b>6W2b</b> Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; <b>include formatting, graphics, and multimedia when useful to aid comprehension.</b></p> <p><b>6W2c</b> Use precise language and <b>content-specific</b> vocabulary to explain a topic.</p> <p><b>6W2d</b> Use appropriate transitions to <b>create cohesion</b> and clarify the relationships among ideas and concepts.</p> <p><b>6W2e</b> Provide a concluding statement or section that explains the significance of the information presented.</p> <p><b>6W2f</b> Establish and maintain a style <b>appropriate to the writing task.</b></p>

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6W3	<p>Write narratives to develop real or imagined experiences or events using effective technique, <del>relevant</del> descriptive details, and <del>well-structured event</del> sequences.</p> <p>a. Engage and orient the reader by <del>establishing a context and</del> introducing a narrator and/or characters; <del>organize an event-sequence that unfolds naturally and logically.</del></p> <p>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p>	<p><b>6W3</b> Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and sequencing.</p> <p><b>6W3a</b> Engage the reader by introducing a narrator and/or characters.</p> <p><b>6W3b</b> Use narrative techniques, such as dialogue and description, to develop experiences, events, and/or characters.</p> <p><b>6W3c</b> Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p><b>6W3d</b> Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p><b>6W3e</b> Provide a conclusion that follows from <b>and reflects on</b> what is experienced, <b>observed, or resolved</b> over the course of the narrative.</p>
6W4	<p>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.)</p> <p>a. Produce text (print or nonprint) that explores a variety of cultures and perspectives.</p>	<p><b>Please see the “Lifelong Practices of Writers.” These Practices outline expectations for clear and coherent writing. Also see the section on “Production and Range of Writing” at the beginning of each grade level for more guidance.</b></p>
6W5	<p>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>	
6W6	<p>Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command or keyboarding skills to type a minimum of three pages in a single sitting.</p>	
6W7	<p>Conduct <del>short</del> research <del>projects</del> to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p>	
		<p><b>6W6</b> Conduct research to answer questions, <b>including self-generated questions</b>, drawing on multiple sources and refocusing the inquiry when appropriate.</p>

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6W8	Gather relevant information from multiple <del>print and digital</del> 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.	<b>6W7</b> Gather relevant information from multiple sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others; avoid plagiarism and provide basic bibliographic information for sources.
6W9	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply <i>grade 6 Reading standards</i> 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”). b. Apply <i>grade 6 Reading standards</i> to literary nonfiction (e.g., “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”).	<b>6W5</b> Draw evidence from literary or informational texts to support analysis, reflection, and research. <b>Apply grade 6 Reading standards to both literary and informational text, where applicable.</b>
6W10	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.	<b>Please see the “Lifelong Practices of Writers.” These Practices outline expectations for clear and coherent writing. Also see the section on “Production and Range of Writing” at the beginning of each grade level for more guidance.</b>
6W11	Create and present a text or art work in response to a literary work. a. Develop a perspective or theme supported by relevant details. b. Recognize and illustrate social, historical, and cultural features in the presentation of literary texts. c. Create poetry, stories, plays, and other literary forms (e.g., videos, art work).	<b>6W4</b> Create a poem, story, play, art work, or other response to a <b>text, author, theme, or personal experience.</b>

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6SL1	Engage effectively in a range of collaborative discussions ( <del>one-on-one, in groups, and teacher-led</del> ) with diverse partners on <del>grade 6 topics, texts, and issues</del> , building on others' ideas and expressing their own clearly. a. 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. b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. <del>Review the key</del> ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. e. Seek to understand and communicate with individuals from different perspectives and cultural backgrounds.	<b>6SL1</b> Engage effectively in a range of collaborative discussions with diverse partners; <b>express ideas clearly and persuasively</b> , and build on those of others. <b>6SLa</b> 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. <b>6SLb</b> Follow norms for collegial discussions, set specific goals and deadlines, and define individual roles as needed. <b>6SLc</b> Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. <b>6SLd</b> <b>Consider</b> the ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. <b>See 6SL1 about working with diverse partners. Also see "Introduction and Practices" for guidance around the importance of different perspectives and cultural backgrounds.</b>
6SL2	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. a. <del>Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively.</del>	<b>6SL2</b> Interpret information presented in diverse formats (e.g., including visual, quantitative, and oral) and explain how it contributes to a topic, text, or issue under study.
6SL3	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	<b>6SL3</b> Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
6SL4	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 <del>pronunciation</del> .	<b>6SL4</b> Present claims and findings, sequencing ideas logically and using relevant descriptions, facts, and details to accentuate central ideas or themes; use appropriate eye contact, adequate volume, and clear <b>enunciation</b> .
6SL5	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	<b>6SL5</b> Include digital media and/or visual displays in presentations to clarify information <b>and emphasize and enhance central ideas or themes</b> .
6SL6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. ( <del>See grade 6 Language standards 1 and 3 for specific expectations.</del> )	<b>6SL6</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.



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6L1	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). 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). e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.	<b>Language Standards 1 and 2 are organized within grade bands. These banded skills can be found in Appendix A at the end of the standards document. For the Core Conventions Skills and Core Punctuation and Spelling Skills for Grades 6–8, the student is expected to know and be able to use these skills by the end of 8<sup>th</sup> grade.</b>
6L2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. b. Spell correctly.	
6L3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Vary sentence patterns for meaning, reader/listener interest, and style. b. Maintain consistency in style and tone.	<b>6L3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening. <b>6L3a</b> Vary sentence patterns for meaning, reader/listener interest, and style. <b>6L3b</b> Maintain consistency in style and tone.
6L4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases <del>based on grade 6 reading and content</del> , choosing flexibly from a range of strategies. 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</i> , <i>auditory</i> , <i>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).	<b>6L4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. <b>6L4a</b> 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>6L4b</b> Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience</i> , <i>auditory</i> , <i>audible</i> ). <b>6L4c</b> 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. <b>6L4d</b> 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).

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6L5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. 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. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i> , <i>scrimping</i> , <i>economical</i> , <i>unwasteful</i> , <i>thrifty</i> ).	<b>6L5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <b>6L5a</b> Interpret <b>figurative language</b> , including personification, in context. <b>6L5b</b> Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. <b>6L5c</b> Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i> , <i>scrimping</i> , <i>economical</i> , <i>unwasteful</i> , <i>thrifty</i> ).
6L6	Acquire and use accurately <del>grade-appropriate</del> general academic and <del>domain-specific</del> words and phrases; <del>gather</del> vocabulary knowledge when considering a word or phrase important to comprehension or expression.	<b>6L6</b> Acquire and accurately use general academic and <b>content-specific</b> words and phrases; <b>apply</b> vocabulary knowledge when considering a word or phrase important to comprehension or expression.