2009 NE Standards & Indicators	2014 NE Standards & Indicators	Common Core State Standards
Reading		
LA 6.1 Students will learn and apply reading skills and strategies to comprehend text.	**LA 6.1 Students will learn and apply reading skills and strategies to comprehend text.**	*Comprehensive standards not aligned as a part of the MCREL study.*
LA 6.1.1 Knowledge of Print: Concept mastered at a previous grade level	**LA 6.1.1 Concepts of Print:** *Mastered in Grade 1 and blended with other skills at this grade level.*	*N/A*
LA 6.1.2 Phonological Awareness: Concept mastered at a previous grade level	**LA 6.1.2 Phonological Awareness:** *Mastered in Grade 1 and blended with other skills at this grade level.*	*N/A*
LA 6.1.3 Word Analysis: Students will use knowledge of phonetic and structural analysis to read, write, and spell grade level text.	**LA 6.1.3 Word Analysis:** Students will use knowledge of phonetic and structural analysis to read and write grade-level text across all disciplines.	*N/A*
LA 6.1.3.a Use knowledge of phonetic and structural analysis (e.g., Anglo-Saxon, Greek, and Latin roots, foreign words frequently used in English, bases, affixes)	**LA 6.1.3.a** Know and apply phonetic and structural analysis (e.g., Greek and Latin roots and affixes, multi-syllable words) when reading, writing, and spelling grade-level text.	**LA.6.4.b** Use common grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
LA 6.1.4 Fluency: Students will read a variety of grade-level print/digital texts fluently with accuracy, appropriate pace, phrasing, and expression to support comprehension.	**LA 6.1.4 Fluency:** Students will read a variety of grade-level print/digital texts fluently with accuracy, appropriate pace, phrasing, and expression to support comprehension.	*N/A Grade level standards not aligned as a part of the MCREL study.*
LA 6.1.4.a Apply elements of oral prosodic reading to reflect the meaning of text (e.g., poem read slowly, conversational narrative, emphasis on key points of information)	**LA 6.3.1.b** Demonstrate and adjust speaking techniques (e.g., appropriate eye contact, pacing, nonverbal cues, word choice) for a variety of purposes and situations, including interpreting text.	**SL.6.6** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
LA 6.1.4.b Adjust oral or silent reading pace based on purpose, text difficulty, form, and style	**LA 6.1.4.a** Use reading strategies to persevere through text of increasing length and/or complexity.	**SL.6.6** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
LA 6.1.5 Vocabulary: Students will build literary, general academic, and content specific grade level vocabulary.	**LA 6.1.5 Vocabulary**: Students will build and use conversational, academic, and content-specific grade-level vocabulary.	*N/A Grade level standards not aligned as a part of the MCREL study.*

2009 NE Standards & Indicators	2014 NE Standards & Indicators	Common Core State Standards
LA 6.1.5.a Determine the meaning of words through structural analysis, using knowledge of Greek, Latin, and Anglo Saxon roots, prefixes, and suffixes to understand complex words, including words in science, mathematics, and social studies	**LA 6.1.5.a** Apply knowledge of Greek, Latin, and Anglo-Saxon roots, prefixes, and suffixes to understand complex words, including words across content areas.	**L.6.4** 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. **L.6.4.b** Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
LA 6.1.5.b Relate new grade level vocabulary to prior knowledge and use in new situations	**LA 6.1.5.c** Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.	**L.6.6** 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.
LA 6.1.5.c Select and apply knowledge of context clues (e.g., word, phrase, sentence, and paragraph clues, re-reading) and text features (e.g., glossary, headings, subheadings, index, tables, maps, charts) to determine meaning of unknown words in a variety of text structures	**LA 6.1.5.b** Select and apply knowledge of context clues (e.g., word, phrase, sentence, and paragraph clues) and text features to determine meaning of unknown words.	**RI.6.7** 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. **SL.6.2** 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. **L.6.4.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. **L.6.4.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.

Draft 12/31/14

2009 NE Standards & Indicators	2014 NE Standards & Indicators	Common Core State Standards
LA 6.1.5.d Identify semantic relationships (e.g., metaphors, similes, idioms, analogies, comparisons)	**LA 6.1.5.d** Identify and use semantic relationships (e.g., multiple meanings, metaphors, similes, idioms, analogies, synonyms, antonyms) to determine the meaning of words, aid in comprehension, and improve writing.	**L.7.5.b** Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. **L.6.5.a** Interpret figures of speech (e.g., personification) in context. **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. **RL.5.4** Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. **L.5.5.b** Recognize and explain the meaning of common idioms, adages, and proverbs.
LA 6.1.5.e Determine meaning using print and digital reference materials (e.g., dictionary, thesaurus glossary)	**LA 6.1.5.e** Verify meaning and pronunciation of words or phrases using reference materials.	**L.6.4.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.
LA 6.1.6 Comprehension: Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.	**LA 6.1.6 Comprehension:** Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.	*N/A Grade level standards not aligned as a part of the MCREL study.*
LA 6.1.6.a Explain how author's purpose and perspective affect the meaning and reliability of the text	**LA 6.1.6.a** Analyze text to determine author's purpose(s) and describe how author's perspective influences text.	**RI.6.6** Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
LA 6.1.6.b Identify and analyze elements of narrative text (e.g., character development, setting, plot development, conflict, point of view, theme)	**LA 6.1.6.b** Analyze and explain the relationships between elements of literary text (e.g., character development, setting, plot, conflict, point of view, theme).	**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.

Draft 12/31/14

2009 NE Standards & Indicators	2014 NE Standards & Indicators	Common Core State Standards
		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. **RL.6.6** Explain how an author develops the point of view of the narrator or speaker in a text.
LA 6.1.6.c Summarize narrative text using understanding of characters, setting, sequence of events, plot, and theme	**LA 6.1.6.d** Summarize and analyze a literary text and/or media, using key details to explain the theme.	**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.
LA 6.1.6.d Interpret and explain the author's use of literary devices (e.g., simile, metaphor, alliteration, onomatopoeia, imagery, rhythm)	**LA 6.1.6.c** Identify and explain why authors use literary devices (e.g., simile, metaphor, alliteration, onomatopoeia, imagery, rhythm, personification, hyperbole, idioms, analogy, tone, mood).	**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. **L.6.5.a** Interpret figures of speech (e.g., personification) in context.
LA 6.1.6.e Summarize, analyze, and synthesize informational text using main idea and supporting details	**LA 6.1.6.e** Summarize and analyze an informational text and/or media, using supporting details to explain the main idea.	**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. **W.6.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.
LA 6.1.6.f Apply knowledge of organizational patterns found in informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion)	**LA 6.1.6.j** Apply knowledge of organizational patterns to comprehend informational text (e.g., sequence/chronological, description, cause and effect, compare/contrast, fact/opinion).	**RI.6.5** 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.
LA 6.1.6.g Apply knowledge of text features to locate information and gain meaning from a text (e.g., index, maps, charts, tables, graphs, headings, subheadings)	**LA 6.1.6.f** Apply knowledge of text features to locate information and explain how the information contributes to an understanding of print and digital text.	**RI.6.7** 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.

Draft 12/31/14

2009 NE Standards & Indicators	2014 NE Standards & Indicators	Common Core State Standards
		SL.6.2 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. **L.5.4.c** Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
LA 6.1.6.h Distinguish between the defining characteristics of different narrative and informational genres (e.g., textbooks, myths, fantasies, science fiction, drama, periodicals, and essays)	**LA 6.1.6.g** Use textual evidence to compare and contrast the characteristics that distinguish a variety of literary and informational texts.	**RI.6.5** 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. **RI.6.9** 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).
LA 6.1.6.i Describe the social, historical, cultural, and biographical influences in a variety of genres	**LA 6.1.6.h** Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in literary and informational texts, citing textual evidence to develop a regional, national, and international multicultural perspective.	**RL.7.9** Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.
LA 6.1.6.j Use narrative and informational text to develop a national and global multi-cultural perspective	**LA 6.1.6.h** Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in literary and informational texts, citing textual evidence to develop a regional, national, and international multicultural perspective.	*Not Addressed*
LA 6.1.6.k Generate and/or answer literal, inferential, critical, and interpretive questions, supporting answers using prior knowledge and information from the text and additional sources	**LA 6.1.6.i** Construct and/or answer literal, inferential, critical, and interpretive questions and support answers with explicit evidence from the text or additional sources.	**RL/RI.6.1** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Draft 12/31/14

2009 NE Standards & Indicators	2014 NE Standards & Indicators	Common Core State Standards
		W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
LA 6.1.6.l Select text for a particular purpose (e.g., information, pleasure, answer a specific question)	**LA 6.1.6.k** Select text for a particular purpose (e.g., answer a question, solve problems, enjoy, form an opinion, understand a specific viewpoint, predict outcomes, discover models for own writing, accomplish a task), citing evidence to support analysis, reflection, or research.	**W.6.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.
LA 6.1.6.m Build and activate prior knowledge in order to identify text to self, text to text, and text to world connections before, during, and after reading	**LA 6.1.6.l** Build background knowledge and activate prior knowledge to clarify text, deepen understanding, and make text-to-self, text-to-text, and text-to-world connections while reading complex text.	**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. **RI.6.9** 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).
LA 6.1.6.n Self-monitor comprehension for accuracy and understanding when errors detract from meaning by applying appropriate strategies to self-correct	**LA 6.1.6.m** Self-monitor comprehension and independently apply appropriate strategies to understand text.	**RL.6.10** 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. **RI.6.10** 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.
LA 6.1.6.o Use examples and details to make inferences or logical predictions while previewing and reading text	**LA 6.1.6.n** Make and confirm/modify predictions and inferences with text evidence while previewing and reading literary, informational, digital text, and/or media.	**RL/RI.6.1** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

2009 NE Standards & Indicators	2014 NE Standards & Indicators	Common Core State Standards
LA 6.1.6.p Respond to text verbally, in writing, or artistically	**LA 6.1.6.o** Demonstrate an understanding of complex text using textual evidence via multiple mediums (e.g., writing, artistic representation, video, other media).	**W.6.9** Draw evidence from literary or informational texts to support analysis, reflection, and research. **SL.6.1** 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.

2009 NE Standards & Indicators	2014 NE Standards & Indicators	Common Core State Standards
Writing		
LA 6.2 Writing: Students will learn and apply writing skills and strategies to communicate.	**LA 6.2. Writing: Students will learn and apply writing skills and strategies to communicate.**	*Comprehensive standards not aligned as a part of the MCREL study.*
LA 6.2.1 Writing Process: Students will apply the writing process to plan, draft, revise, edit and publish writing using correct spelling, grammar, punctuation, and other standard conventions appropriate for grade level.	**LA 6.2.1 Writing Process:** Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.	*N/A Grade level standards not aligned as a part of the MCREL study.*
LA 6.2.1.a Use prewriting activities and inquiry tools, using available technology, to generate and organize information, guide writing, answer questions	**LA 6.2.1.a** Use prewriting activities and inquiry tools to recursively generate ideas, organize information, guide writing, and answer questions.	**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.
LA 6.2.1.b Generate a draft by: -Selecting and organizing ideas relevant to topic, purpose, and genre -Composing paragraphs with simple, compound, and complex sentences, avoiding fragments and run-ons of varying length and complexity -Concluding with detailed summary linked to the purpose of the composition	**LA 6.2.1.b** Generate a draft that develops a clear topic suited to the purpose and intended audience and organizational pattern, including a strong thesis, body, conclusion, and appropriate transitions linked to the purpose of the composition. **LA 6.2.1.c** Gather and use relevant information and evidence from multiple authoritative print and/or digital sources including primary and secondary sources to support claims or theses. **LA 6.2.1.d** Compose paragraphs with grammatically correct simple, compound, and complex sentences of varying length, complexity, and type. **LA 6.2.1.g** Adjust writing processes to persevere in short and long-term writing tasks of increasing length and complexity.	**W.6.1.a** Introduce claim(s) and organize the reasons and evidence clearly. **W.6.2.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. **W.6.3.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. **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 above.) **L.6.3.a** Vary sentence patterns for meaning, reader/listener interest, and style.

		L.4.1.f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. **L.3.1.i** Produce simple, compound, and complex sentences. **W.6.1.e** Provide a concluding statement or section that follows from the argument presented. **W.6.2.f** Provide a concluding statement or section that follows from the information or explanation presented. **W.6.3.e** Provide a concluding that follows from the narrated experiences or events.
LA 6.2.1.c Revise to improve writing (e.g., quality of ideas, organization, sentence fluency, word choice, voice)	**LA 6.2.1.e** Revise to improve and clarify writing through self-monitoring strategies and feedback from others.	**W.6.5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LA 6.2.1.d Provide oral, written, and/or electronic feedback to other writers; utilize others' feedback to improve own writing	**LA 6.2.1.f** Provide oral, written, and/or digital descriptive feedback to other writers.	**W.6.5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LA 6.2.1.e Edit writing for format and conventions (e.g., spelling, capitalization, grammar, punctuation)	**LA 6.2.1.h** Proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics).	**W.6.5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LA 6.2.1.f Publish a legible document (e.g., report, podcast, web page, PowerPoint) that applies formatting techniques to aid comprehension (e.g., differing fonts, title page, highlighting, spacing)	**LA 6.2.1.j** Publish a legible document using a variety of media, and apply formatting techniques to enhance the readability and impact of the document (e.g., fonts, spacing, design, images, citations).	**W.6.2.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. **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.

Draft 12/31/14

LA 6.2.2 Writing Genres: Writing Genres: Students will write for a variety of purposes and audiences in multiple genres.	LA 6.2.2 Writing Modes: Students will write in multiple modes for a variety of purposes and audiences across disciplines.	N/A Grade level standards not aligned as a part of the MCREL study.
LA 6.2.2.a Write in a selected genre considering purpose (e.g., inform, entertain, persuade, instruct)	**LA 6.2.1.b** Generate a draft that develops a clear topic suited to the purpose and intended audience and organizational pattern, including a strong thesis, body, conclusion, and appropriate transitions linked to the purpose of the composition. **LA 6.2.2.a** Communicate information and ideas effectively in analytic, argumentative, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats. **LA 6.2.2.c** Conduct and publish both short and sustained research projects to answer questions or solve problems using multiple primary and/or secondary sources to support theses. **LA 6.2.2.d** Use precise word choice and domain-specific vocabulary to write in a variety of modes.	**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.)
LA 6.2.2.b Write to a specified audience considering interests, background knowledge, and expectations (e.g., known or unknown individual, business, organization, cyber audience)	**LA 6.2.1.b** Generate a draft that develops a clear topic suited to the purpose and intended audience and organizational pattern, including a strong thesis, body, conclusion, and appropriate transitions linked to the purpose of the composition. **LA 6.2.2.a** Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats. **LA 6.2.2.c** Conduct and publish both short and sustained research projects to answer questions or solve problems using multiple primary and/or secondary sources to support theses. **LA 6.2.2.d** Use precise word choice and domain-specific vocabulary to write in a variety of modes.	**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.)

LA 6.2.2.c Write to a specified audience considering interests, background knowledge, and expectations (e.g., known or unknown individual, business, organization, cyber audience)	**LA 6.2.2.a** Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.	**W.6.1** Write arguments to support claims with clear reasons and relevant evidence.
	LA 6.2.1.b Generate a draft that develops a clear topic suited to the purpose and intended audience and organizational pattern, including a strong thesis, body, conclusion, and appropriate transitions linked to the purpose of the composition.	**W.6.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
		W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
	LA 6.2.2.c Conduct and publish both short and sustained research projects to answer questions or solve problems using multiple primary and/or secondary sources to support theses.	
	LA 6.2.2.d Use precise word choice and domain-specific vocabulary to write in a variety of modes.	
LA 6.2.2.d Select and apply an organizational structure appropriate to the task (e.g., chronological order, cause and effect, compare and contrast)	**LA 6.2.1 b** Generate a draft that develops a clear topic suited to the purpose and intended audience and organizational pattern, including a strong thesis, body, conclusion, and appropriate transitions linked to the purpose of the composition.	**W.6.2.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.
		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.)
LA 6.2.2.e Analyze models and examples (own and others') of various genres in order to create a similar piece	**LA 6.2.2.e** Analyze various mentor texts and/or exemplars in order to create a similar piece.	*Not Addressed*

Draft 12/31/14

2009 NE Standards & Indicators	2014 NE Standards & Indicators	Common Core State Standards
Speaking and Listening		
LA 6.3 Students will learn and apply speaking and listening skills and strategies to communicate.	**LA 6. 3 Students will develop and apply appropriate speaking and listening skills and strategies to communicate for a variety of purposes.**	*Comprehensive standards not aligned as a part of the MCREL study.*
LA 6.3.1 Speaking Skills: Students will develop and apply speaking skills to communicate key ideas in a variety of situations.	**LA 6.3.1 Speaking:** Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.	*N/A Grade level standards not aligned as a part of the MCREL study.*
LA 6.3.1.a Communicate ideas and information in a manner appropriate for the purpose and setting	**LA 6.3.1.a** Communicate ideas and information in a clear and concise manner suited to the purpose, setting, and audience (formal voice or informal voice), using appropriate word choice, grammar, and sentence structure.	**SL.6.1** 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. **SL.6.4** 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.
LA 6.3.1.b Demonstrate and adjust speaking techniques for a variety of purposes and situations **LA 6.3.1.c** Utilize available media to enhance communication	**LA 6.3.1.b** Demonstrate and adjust speaking techniques (e.g., appropriate eye contact, pacing, nonverbal cues, word choice) for a variety of purposes and situations, including interpreting text. **LA 6.3.1.c** Utilize appropriate visual and/or digital tools to enhance verbal communication and add interest.	**SL.6.6** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. **SL.6.5** Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
LA 6.3.2 Listening Skills: Students will develop, apply, and refine active listening skills across a variety of situations.	**LA 6.3.2 Listening:** Students will develop and apply active listening skills across a variety of situations.	*N/A Grade level standards not aligned as a part of the MCREL study.*

LA 6.3.2.a Demonstrate listening skills needed for multiple situations and modalities (e.g., video, audio, distance, one-to-one, group)	**LA 6.3.2.a** Utilize active and attentive listening skills (e.g., eye contact, nonverbal cues, taking notes, summarizing, questioning) for multiple situations and modalities.	**SL.6.1** 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. **SL.6.2** 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.
LA 6.3.2.b Listen, ask questions to clarify, and take notes to ensure accuracy of information	**LA 6.3.3.d** Listen, ask probing questions, summarize, and explain information being communicated and consider its contribution to a topic, text, or issue under study. **LA 6.3.1.e** Ask pertinent questions to acquire or confirm information.	**SL.6.1.c** Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. **SL.6.1.d** Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
LA 6.3.2.c Listen to, analyze, and evaluate message, purpose, and perspective of information being communicated	**LA 6.3.3.d** Listen, ask probing questions, summarize, and explain information being communicated and consider its contribution to a topic, text, or issue under study. **LA 6.3.2.b** Identify the purpose and credibility of information being presented in diverse media and formats.	**SL.6.2** 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. **SL.6.3** Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
LA 6.3.3 Reciprocal Communication: Students will develop, apply, and adapt reciprocal communication skills.	**LA 6.3.3 Reciprocal Communication:** Students will develop, apply, and adapt reciprocal communication skills.	*N/A Grade level standards not aligned as a part of the MCREL study.*
LA 6.3.3.a Demonstrate sensitivity to the use of words in general as well as to a particular audience (e.g., stereotypes, connotations, subtleties of language)	**LA 6.3.3.b** Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, connotations, subtleties of language) in conversation.	**L.6.5.c** Distinguish among the discussions, set specific goals and deadlines, and define individual roles as needed.
LA 6.3.3.b Apply conversation strategies (e.g., listen while others are talking, gain the floor, eye contact, tone, stay on topic, non-verbal cues)	**LA 6.3.3.c** Apply conversation strategies to recognize, consider, and explain new information presented by others in relationship to one's own ideas.	**SL.6.1.b** Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

LA 6.3.3.c Interact and collaborate with others in learning situations by contributing questions, information, opinions, and ideas using a variety of media and formats	**LA 6.3.3.e** Collaboratively converse with peers and adults on grade-appropriate topics and texts, building on others' ideas to clearly and persuasively express one's own views while respecting diverse perspectives. **LA 6.3.1.e** Ask pertinent questions to acquire or confirm information.	**SL.6.1** 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. **SL.6.1.a** Come to a discussion 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.

2009 NE Standards & Indicators	2014 NE Standards & Indicators	Common Core State Standards
Multiple Literacies		
LA 6.4 Multiple Literacies: Students will identify, locate, and evaluate information.	**LA 6.4 Multiple Literacies:** Students will apply information fluency and practice digital citizenship.	*Comprehensive standards not aligned as a part of the MCREL study.*
LA 6.4.1 Multiple Literacies: Students will research, synthesize, evaluate and communicate information in a variety of media and formats (textual, visual, and digital).	**LA 6.4.1 Information Fluency:** Students will evaluate, create and communicate information in a variety of media and formats (textual, visual, and digital).	*N/A Grade level standards not aligned as a part of the MCREL study.*
LA 6.4.1.a Select and use multiple resources to generate and answer questions and establish validity of information (e.g., print, subscription databases, web resources)	**LA 6.4.1.a** Locate, organize, analyze, evaluate, and synthesize information from print and digital resources to generate and answer questions and create new understandings.	**WL.6.7** Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. **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.
LA 6.4.1.b Demonstrate ethical and legal use of information by citing sources using a prescribed format (e.g., citation of information used)	**LA 6.4.1.b** Demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source using available resources (e.g., online citation tools, publication guidelines).	**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.
LA 6.4.1.c Practice safe and ethical behaviors when communicating and interacting with others (e.g., safe information to share online, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives)	**LA 6.4.2.a** Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives).	*Not Addressed*

LA 6.4.1.d Engage in activities with learners from a variety of cultures through electronic means (e.g., podcasts, video chats, distance learning)	**LA 6.4.2.b** Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gathering opinions, and solving problems.	*Not Addressed*
LA 6.4.1.e While reading, listening, and viewing, evaluate the message for bias, commercialism and hidden agendas (e.g., product placement, television ad, radio ad, movie, body image, sexism)	**LA 6.4.2.b** Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gathering opinions, and solving problems.	*Not Addressed*
LA 6.4.1.f Gather and share information and opinions as a result of communication with others (e.g., video/audio chat, interview, podcast, multi-media presentations)	**LA 6.4.2.b** Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gathering opinions, and solving problems.	**SL.6.2** 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.
LA 6.4.1.g Use social networks and information tools to gather and share information (e.g., social bookmarking, online collaborative tools)	**LA 6.4.2.b** Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gathering opinions, and solving problems.	**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.