Main Criteria: Investigations in Writing

Secondary Criteria: Alaska Content and Performance Standards

Subject: Language Arts

Grade: 6

Investigations in Writing

Lesson 01: Unit 1: Note Making and Outlines, p. 11-18

Alaska Content and Performance Standards

		Language / it to
		Grade 6 - Adopted: 2012
PERFORMANCE / CONTENT STANDARD	AK.RI.6.	Reading Standards for Informational Text
GRADE LEVEL EXPECTATION / STRAND		Key Ideas and Details
GOAL	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GOAL	RI.6.2.	Determine a central idea and subtopics of a text and how they are conveyed through particular details; restate and summarize the central idea or events, in correct sequence when necessary, after reading a text.
GOAL	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated on in a text (e.g., through examples or anecdotes).
PERFORMANCE / CONTENT STANDARD	AK.RI.6.	Reading Standards for Informational Text
GRADE LEVEL EXPECTATION / STRAND		Craft and Structure
GOAL	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
PERFORMANCE / CONTENT ST ANDARD	AK.RI.6.	Reading Standards for Informational Text
GRADE LEVEL EXPECTATION / STRAND		Integration of Knowledge and Ideas
GOAL	RI.6.7.	Integrate information presented in different media (e.g., may include, but not limited to podcasts) or formats (e.g., visually, quantitatively/ data-related) as well as in words to develop a coherent understanding of a topic or issue.
PERFORMANCE / CONTENT STANDARD	AK.W.6.	Writing Standards

GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
GOAL	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.)
GOAL	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
PERFORMANCE / CONTENT ST ANDARD	AK.SL.6.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	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.
INDICATOR	SL.6.1.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.
INDICATOR	SL.6.1.b.	Follow rules for collegial discussions (e.g., establishing norms: taking turns, paraphrasing, respecting diverse viewpoints), set specific goals and deadlines, and define individual roles as needed.
INDICATOR	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.
INDICATOR	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
PERFORMANCE / CONTENT ST ANDARD	AK.SL.6.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Presentation of Knowledge and Ideas
GOAL	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.
PERFORMANCE / CONTENT STANDARD	AK.L.6.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	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.

INDICATOR	L.6.4.a.	Determine meaning of unfamiliar words by using knowledge of word structure (root words, prefixes, suffixes, abbreviations) and language structure through reading words in text (word order, grammar), 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.
INDICATOR	L.6.4.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).
PERFORMANCE / CONTENT STANDARD	AK.L.6.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.6.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to

Lesson 02: Unit 2: Writiing from Notes, p. 19-28

Alaska Content and Performance Standards

		Grade 6 - Adopted: 2012
PERFORMANCE / CONTENT STANDARD	AK.RI.6.	Reading Standards for Informational Text
GRADE LEVEL EXPECTATION / STRAND		Key Ideas and Details
GOAL	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GOAL	RI.6.2.	Determine a central idea and subtopics of a text and how they are conveyed through particular details; restate and summarize the central idea or events, in correct sequence when necessary, after reading a text.
GOAL	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated on in a text (e.g., through examples or anecdotes).
PERFORMANCE / CONTENT ST ANDARD	AK.RI.6.	Reading Standards for Informational Text
GRADE LEVEL EXPECTATION / STRAND		Craft and Structure
GOAL	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
PERFORMANCE / CONTENT STANDARD	AK.RI.6.	Reading Standards for Informational Text

GRADE LEVEL EXPECTATION / STRAND		Integration of Knowledge and Ideas
GOAL	RI.6.7.	Integrate information presented in different media (e.g., may include, but not limited to podcasts) or formats (e.g., visually, quantitatively/ data-related) as well as in words to develop a coherent understanding of a topic or issue.
PERFORMANCE / CONTENT STANDARD	AK.W.6.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes
GOAL	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.
INDICATOR	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.
INDICATOR	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.6.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
INDICATOR	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.6.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.
PERFORMANCE / CONTENT ST ANDARD	AK.W.6.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
GOAL	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.)
GOAL	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
PERFORMANCE / CONTENT STANDARD	W.6.5.	needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions
PERFORMANCE / CONTENT		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.)

PERFORMANCE	AK.SL.6.	Speaking and Listening Standards
/ CONTENT		
STANDARD		

GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	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.
INDICATOR	SL.6.1.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.
INDICATOR	SL.6.1.b.	Follow rules for collegial discussions (e.g., establishing norms: taking turns, paraphrasing, respecting diverse viewpoints), set specific goals and deadlines, and define individual roles as needed.
INDICATOR	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.
INDICATOR	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
PERFORMANCE / CONTENT STANDARD	AK.SL.6.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Presentation of Knowledge and Ideas
GOAL	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.
PERFORMANCE / CONTENT STANDARD	SL.6.4. AK.L.6.	and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume,
PERFORMANCE / CONTENT		and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
PERFORMANCE / CONTENT STANDARD GRADE LEVEL EXPECTATION /		and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. Language Standards
PERFORMANCE / CONTENT STANDARD GRADE LEVEL EXPECTATION / STRAND	AK.L.6.	and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. Language Standards Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage
PERFORMANCE / CONTENT STANDARD GRADE LEVEL EXPECTATION / STRAND GOAL	AK.L.6. L.6.1.	and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. Language Standards Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PERFORMANCE / CONTENT STANDARD GRADE LEVEL EXPECTATION / STRAND GOAL INDICATOR	L.6.1. L.6.1.d.	and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. Language Standards Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). Recognize variations from standard English in their own and others' writing and speaking, and
PERFORMANCE / CONTENT STANDARD GRADE LEVEL EXPECTATION / STRAND GOAL INDICATOR PERFORMANCE / CONTENT	L.6.1. L.6.1.d. L.6.1.e.	and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. Language Standards Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

INDICATOR	L.6.4.a.	Determine meaning of unfamiliar words by using knowledge of word structure (root words, prefixes, suffixes, abbreviations) and language structure through reading words in text (word order, grammar), 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.
INDICATOR	L.6.4.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).
PERFORMANCE / CONTENT STANDARD	AK.L.6.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.6.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to

Lesson 03: Unit 2: Writiing from Notes, p. 29-34

Alaska Content and Performance Standards

Language Arts

Grade **6** - Adopted: **2012**

		Grade 6 - Adopted: 2012
PERFORMANCE / CONTENT STANDARD	AK.RI.6.	Reading Standards for Informational Text
GRADE LEVEL EXPECTATION / STRAND		Key Ideas and Details
GOAL	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GOAL	RI.6.2.	Determine a central idea and subtopics of a text and how they are conveyed through particular details; restate and summarize the central idea or events, in correct sequence when necessary, after reading a text.
GOAL	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated on in a text (e.g., through examples or anecdotes).
PERFORMANCE / CONTENT STANDARD	AK.RI.6.	Reading Standards for Informational Text
GRADE LEVEL EXPECTATION / STRAND		Craft and Structure
GOAL	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
PERFORMANCE / CONTENT STANDARD	AK.RI.6.	Reading Standards for Informational Text

GRADE LEVEL EXPECTATION / STRAND		Integration of Knowledge and Ideas
GOAL	RI.6.7.	Integrate information presented in different media (e.g., may include, but not limited to podcasts) or formats (e.g., visually, quantitatively/ data-related) as well as in words to develop a coherent understanding of a topic or issue.
PERFORMANCE / CONTENT STANDARD	AK.W.6.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes
GOAL	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.
INDICATOR	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.
INDICATOR	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.6.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
INDICATOR	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.6.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.
PERFORMANCE / CONTENT ST ANDARD	AK.W.6.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
GOAL	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.)
GOAL	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
PERFORMANCE / CONTENT STANDARD	W.6.5.	needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions
PERFORMANCE / CONTENT		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.)

PERFORMANCE	AK.SL.6.	Speaking and Listening Standards
/ CONTENT		
STANDARD		

GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	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.
INDICATOR	SL.6.1.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.
INDICATOR	SL.6.1.b.	Follow rules for collegial discussions (e.g., establishing norms: taking turns, paraphrasing, respecting diverse viewpoints), set specific goals and deadlines, and define individual roles as needed.
INDICATOR	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.
INDICATOR	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
PERFORMANCE / CONTENT STANDARD	AK.SL.6.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Presentation of Knowledge and Ideas
GOAL	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.
PERFORMANCE / CONTENT STANDARD	SL.6.4. AK.L.6.	and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume,
PERFORMANCE / CONTENT		and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
PERFORMANCE / CONTENT STANDARD GRADE LEVEL EXPECTATION /		and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. Language Standards
PERFORMANCE / CONTENT STANDARD GRADE LEVEL EXPECTATION / STRAND	AK.L.6.	and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. Language Standards Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage
PERFORMANCE / CONTENT STANDARD GRADE LEVEL EXPECTATION / STRAND GOAL	AK.L.6. L.6.1.	and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. Language Standards Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PERFORMANCE / CONTENT STANDARD GRADE LEVEL EXPECTATION / STRAND GOAL INDICATOR	L.6.1. L.6.1.d.	and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. Language Standards Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). Recognize variations from standard English in their own and others' writing and speaking, and
PERFORMANCE / CONTENT STANDARD GRADE LEVEL EXPECTATION / STRAND GOAL INDICATOR PERFORMANCE / CONTENT	L.6.1. L.6.1.d. L.6.1.e.	and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. Language Standards Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

INDICATOR	L.6.4.a.	Determine meaning of unfamiliar words by using knowledge of word structure (root words, prefixes, suffixes, abbreviations) and language structure through reading words in text (word order, grammar), 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.
INDICATOR	L.6.4.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).
PERFORMANCE / CONTENT STANDARD	AK.L.6.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.6.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 04: Unit 2: Writiing from Notes, p. 35-42

Alaska Content and Performance Standards

Language Arts

Grade 6 - Adopted: 2012 PERFORMANCE AK.RI.6. Reading Standards for Informational Text / CONTENT **STANDARD GRADE LEVEL Key Ideas and Details** EXPECTATION / STRAND GOAL RI.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.6.2. Determine a central idea and subtopics of a text and how they are conveyed through particular GOAL details; restate and summarize the central idea or events, in correct sequence when necessary, after reading a text. GOAL RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated on in a text (e.g., through examples or anecdotes). PERFORMANCE AK.RI.6. Reading Standards for Informational Text / CONTENT **STANDARD** Craft and Structure **GRADE LEVEL EXPECT ATION /** STRAND Determine the meaning of words and phrases as they are used in a text, including figurative, GOAL RI.6.4. connotative, and technical meanings.

Reading Standards for Informational Text

PERFORMANCE

/ CONTENT STANDARD AK.RI.6.

GRADE LEVEL EXPECTATION / STRAND		Integration of Knowledge and Ideas
GOAL	RI.6.7.	Integrate information presented in different media (e.g., may include, but not limited to podcasts) or formats (e.g., visually, quantitatively/ data-related) as well as in words to develop a coherent understanding of a topic or issue.
PERFORMANCE / CONTENT STANDARD	AK.W.6.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes
GOAL	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.
INDICATOR	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.
INDICATOR	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.6.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
INDICATOR	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.6.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.
PERFORMANCE / CONTENT ST ANDARD	AK.W.6.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
GOAL	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.)
GOAL	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
PERFORMANCE / CONTENT STANDARD	W.6.5.	needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions
PERFORMANCE / CONTENT		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.)

PERFORMANCE	AK.SL.6.	Speaking and Listening Standards
/ CONTENT		
STANDARD		

GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	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.
INDICATOR	SL.6.1.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.
INDICATOR	SL.6.1.b.	Follow rules for collegial discussions (e.g., establishing norms: taking turns, paraphrasing, respecting diverse viewpoints), set specific goals and deadlines, and define individual roles as needed.
INDICATOR	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.
INDICATOR	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
PERFORMANCE / CONTENT STANDARD	AK.L.6.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
INDICATOR	L.6.1.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.
PERFORMANCE / CONTENT STANDARD	AK.L.6.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	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.
INDICATOR	L.6.4.a.	Determine meaning of unfamiliar words by using knowledge of word structure (root words, prefixes, suffixes, abbreviations) and language structure through reading words in text (word order, grammar), 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.
INDICATOR	L.6.4.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).

Language Standards

GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.6.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 05: Unit 3: Retelling Narrative Stories, p. 43-48

Alaska Content and Performance Standards

Language Arts

Language Arts		
		Grade 6 - Adopted: 2012
PERFORMANCE / CONTENT STANDARD	AK.RL.6.	Reading Standards for Literature
GRADE LEVEL EXPECTATION / STRAND		Key Ideas and Details
GOAL	RL.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GOAL	RL.6.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; restate and summarize main ideas or events, in correct sequence, after reading a text.
GOAL	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 or as the narrative advances.
PERFORMANCE / CONTENT STANDARD	AK.RL.6.	Reading Standards for Literature
GRADE LEVEL EXPECTATION / STRAND		Craft and Structure
GOAL	RL.6.5.	Analyze the overall structure of a text: how a particular sentence, chapter, scene, or stanza fits into the overall work and analyzing how it contributes to the development of the characters, theme, setting, or plot.
PERFORMANCE / CONTENT STANDARD	AK.RL.6.	Reading Standards for Literature
GRADE LEVEL EXPECTATION / STRAND		Range of Reading and Level of Complexity
GOAL	RL.6.10.	By the end of the year, read and comprehend a range of literature from a variety of cultures, within

needed at the high end of the range.

a complexity band appropriate to grade 6 (from upper grade 5 to grade 7), with scaffolding as

PERFORMANCE / CONTENT STANDARD	AK.W.6.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
GOAL	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.)
PERFORMANCE / CONTENT STANDARD	AK.SL.6.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	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.
INDICATOR	SL.6.1.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.
INDICATOR	SL.6.1.b.	Follow rules for collegial discussions (e.g., establishing norms: taking turns, paraphrasing, respecting diverse viewpoints), set specific goals and deadlines, and define individual roles as needed.
INDICATOR	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.
INDICATOR	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
PERFORMANCE / CONTENT STANDARD	AK.SL.6.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Presentation of Knowledge and Ideas
GOAL	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.
PERFORMANCE / CONTENT STANDARD	AK.L.6.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	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.

PERFORMANCE AK.W.6.

Writing Standards

INDICATOR	L.6.4.a.	Determine meaning of unfamiliar words by using knowledge of word structure (root words, prefixes, suffixes, abbreviations) and language structure through reading words in text (word order, grammar), 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.
INDICATOR	L.6.4.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).
PERFORMANCE / CONTENT STANDARD	AK.L.6.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.6.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 06: Unit 3: Retelling Narrative Stories, p. 49-56

Alaska Content and Performance Standards

Language Arts

Grade 6 - Adopted: 2012

PERFORMANCE / CONTENT ST ANDARD	AK.RL.6.	Reading Standards for Literature
GRADE LEVEL EXPECTATION / STRAND		Key Ideas and Details
GOAL	RL.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GOAL	RL.6.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; restate and summarize main ideas or events, in correct sequence, after reading a text.
GOAL	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 or as the narrative advances.
PERFORMANCE / CONTENT STANDARD	AK.RL.6.	Reading Standards for Literature
GRADE LEVEL EXPECTATION / STRAND		Craft and Structure
GOAL	RL.6.5.	Analyze the overall structure of a text: how a particular sentence, chapter, scene, or stanza fits into the overall work and analyzing how it contributes to the development of the characters, theme, setting, or plot.
PERFORMANCE / CONTENT STANDARD	AK.RL.6.	Reading Standards for Literature

GRADE LEVEL EXPECTATION / STRAND		Range of Reading and Level of Complexity
GOAL	RL.6.10.	By the end of the year, read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to grade 6 (from upper grade 5 to grade 7), with scaffolding as needed at the high end of the range.
PERFORMANCE / CONTENT STANDARD	AK.W.6.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes
GOAL	W.6.3.	Use narrative writing to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
INDICATOR	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.
INDICATOR	W.6.3.c.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
INDICATOR	W.6.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
INDICATOR	W.6.3.e.	Provide a conclusion that follows from the narrated experiences or events.
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PERFORMANCE / CONTENT STANDARD	AK.W.6.	Writing Standards
/ CONTENT	AK.W.6.	Production and Distribution of Writing
CONTENT STANDARD GRADE LEVEL EXPECTATION /	W.6.4.	
/ CONTENT STANDARD GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing 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
GRADE LEVEL EXPECTATION / STRAND	W.6.4.	Production and Distribution of Writing 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.) 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
GRADE LEVEL EXPECTATION / STRAND GOAL PERFORMANCE / CONTENT	W.6.4. W.6.5.	Production and Distribution of Writing 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.) 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.)
GRADE LEVEL EXPECT ATION / STRAND GOAL GOAL PERFORMANCE / CONTENT STANDARD GRADE LEVEL EXPECT ATION /	W.6.4. W.6.5.	Production and Distribution of Writing 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.) 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.) Writing Standards

GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	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.
INDICATOR	SL.6.1.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.
INDICATOR	SL.6.1.b.	Follow rules for collegial discussions (e.g., establishing norms: taking turns, paraphrasing, respecting diverse viewpoints), set specific goals and deadlines, and define individual roles as needed.
INDICATOR	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.
INDICATOR	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
PERFORMANCE / CONTENT STANDARD	AK.L.6.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
INDICATOR	L.6.1.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.
PERFORMANCE / CONTENT STANDARD	AK.L.6.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	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.
INDICATOR	L.6.4.a.	Determine meaning of unfamiliar words by using knowledge of word structure (root words, prefixes, suffixes, abbreviations) and language structure through reading words in text (word order, grammar), 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.
INDICATOR	L.6.4.c.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses and specialized reference materials), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
INDICATOR	L.6.4.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).

GOAL

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needed at the high end of the range.

GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.6.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 07: Unit 3: Retelling Narrative Stories, p. 57-74

Alaska Content and Performance Standards

Language Arts

		Grade 6 - Adopted: 2012
		Grade 0 - Adopted. 2012
PERFORMANCE / CONTENT STANDARD	AK.RL.6.	Reading Standards for Literature
GRADE LEVEL EXPECTATION / STRAND		Key Ideas and Details
GOAL	RL.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GOAL	RL.6.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; restate and summarize main ideas or events, in correct sequence, after reading a text.
GOAL	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 or as the narrative advances.
PERFORMANCE / CONTENT STANDARD	AK.RL.6.	Reading Standards for Literature
GRADE LEVEL EXPECTATION / STRAND		Craft and Structure
GOAL	RL.6.5.	Analyze the overall structure of a text: how a particular sentence, chapter, scene, or stanza fits into the overall work and analyzing how it contributes to the development of the characters, theme, setting, or plot.
PERFORMANCE / CONTENT STANDARD	AK.RL.6.	Reading Standards for Literature
GRADE LEVEL EXPECTATION / STRAND		Range of Reading and Level of Complexity

By the end of the year, read and comprehend a range of literature from a variety of cultures, within

a complexity band appropriate to grade 6 (from upper grade 5 to grade 7), with scaffolding as

PERFORMANCE / CONTENT STANDARD	AK.W.6.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes
GOAL	W.6.3.	Use narrative writing to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
INDICATOR	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.
INDICATOR	W.6.3.c.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
INDICATOR	W.6.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
INDICATOR	W.6.3.e.	Provide a conclusion that follows from the narrated experiences or events.
PERFORMANCE / CONTENT STANDARD	AK.W.6.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
GOAL	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.)
GOAL	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
PERFORMANCE / CONTENT STANDARD	AK.W.6.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Range of Writing
GOAL	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
PERFORMANCE / CONTENT STANDARD	AK.SL.6.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	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.

PERFORMANCE AK.W.6.

Writing Standards

INDICATOR	SL.6.1.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.
INDICATOR	SL.6.1.b.	Follow rules for collegial discussions (e.g., establishing norms: taking turns, paraphrasing, respecting diverse viewpoints), set specific goals and deadlines, and define individual roles as needed.
INDICATOR	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.
INDICATOR	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
PERFORMANCE / CONTENT STANDARD	AK.L.6.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
INDICATOR	L.6.1.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.
PERFORMANCE / CONTENT STANDARD	AK.L.6.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	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.
INDICATOR	L.6.4.a.	Determine meaning of unfamiliar words by using knowledge of word structure (root words, prefixes, suffixes, abbreviations) and language structure through reading words in text (word order, grammar), 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.
INDICATOR	L.6.4.c.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses and specialized reference materials), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
INDICATOR	L.6.4.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).
PERFORMANCE / CONTENT STANDARD	AK.L.6.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use

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Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 08: Unit 3: Retelling Narrative Stories, p. 65-74

Alaska Content and Performance Standards

		Language Arts
		Grade 6 - Adopted: 2012
PERFORMANCE / CONTENT ST ANDARD	AK.RL.6.	Reading Standards for Literature
GRADE LEVEL EXPECTATION / STRAND		Key Ideas and Details
GOAL	RL.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GOAL	RL.6.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; restate and summarize main ideas or events, in correct sequence, after reading a text.
GOAL	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 or as the narrative advances.
PERFORMANCE / CONTENT ST ANDARD	AK.RL.6.	Reading Standards for Literature
GRADE LEVEL EXPECTATION / STRAND		Craft and Structure
GOAL	RL.6.5.	Analyze the overall structure of a text: how a particular sentence, chapter, scene, or stanza fits into the overall work and analyzing how it contributes to the development of the characters, theme, setting, or plot.
PERFORMANCE / CONTENT ST ANDARD	AK.RL.6.	Reading Standards for Literature
GRADE LEVEL EXPECTATION / STRAND		Range of Reading and Level of Complexity
GOAL	RL.6.10.	By the end of the year, read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to grade 6 (from upper grade 5 to grade 7), with scaffolding as needed at the high end of the range.
PERFORMANCE / CONTENT STANDARD	AK.W.6.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes

GOAL	W.6.3.	Use narrative writing to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
INDICATOR	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.
INDICATOR	W.6.3.c.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
INDICATOR	W.6.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
INDICATOR	W.6.3.e.	Provide a conclusion that follows from the narrated experiences or events.
PERFORMANCE / CONTENT STANDARD	AK.W.6.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
GOAL	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.)
GOAL	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
PERFORMANCE / CONTENT STANDARD	AK.W.6.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Range of Writing
GOAL	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
PERFORMANCE / CONTENT STANDARD	AK.SL.6.	Speaking and Listening Standards
GRADE LEVEL EXPECT ATION / STRAND		Comprehension and Collaboration
GOAL	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.
INDICATOR	SL.6.1.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.
INDICATOR	SL.6.1.b.	Follow rules for collegial discussions (e.g., establishing norms: taking turns, paraphrasing, respecting diverse viewpoints), set specific goals and deadlines, and define individual roles as needed.

INDICATOR	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.
INDICATOR	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
PERFORMANCE / CONTENT ST AND ARD	AK.L.6.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
INDICATOR	L.6.1.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.
PERFORMANCE / CONTENT STANDARD	AK.L.6.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	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.
INDICATOR	L.6.4.a.	Determine meaning of unfamiliar words by using knowledge of word structure (root words, prefixes, suffixes, abbreviations) and language structure through reading words in text (word order, grammar), 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.
INDICATOR	L.6.4.c.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses and specialized reference materials), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
INDICATOR	L.6.4.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).
PERFORMANCE / CONTENT ST AND ARD	AK.L.6.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.6.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 09: Unit 4 Summarizing a Reference, p. 75-82

Alaska Content and Performance Standards

		Grade 6 - Adopted: 2012
PERFORMANCE / CONTENT STANDARD	AK.RI.6.	Reading Standards for Informational Text
GRADE LEVEL EXPECTATION / STRAND		Key Ideas and Details
GOAL	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GOAL	RI.6.2.	Determine a central idea and subtopics of a text and how they are conveyed through particular details; restate and summarize the central idea or events, in correct sequence when necessary, after reading a text.
GOAL	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated on in a text (e.g., through examples or anecdotes).
PERFORMANCE / CONTENT STANDARD	AK.RI.6.	Reading Standards for Informational Text
GRADE LEVEL EXPECTATION / STRAND		Craft and Structure
GOAL	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
PERFORMANCE / CONTENT STANDARD	AK.RI.6.	Reading Standards for Informational Text
GRADE LEVEL EXPECTATION / STRAND		Integration of Knowledge and Ideas
GOAL	RI.6.7.	Integrate information presented in different media (e.g., may include, but not limited to podcasts) or formats (e.g., visually, quantitatively/ data-related) as well as in words to develop a coherent understanding of a topic or issue.
PERFORMANCE / CONTENT STANDARD	AK.W.6.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes
GOAL	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.
INDICATOR	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.
INDICATOR	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

INDICATOR	W.6.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
INDICATOR	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.6.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.
PERFORMANCE / CONTENT STANDARD	AK.W.6.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
GOAL	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.)
GOAL	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
PERFORMANCE / CONTENT STANDARD	AK.W.6.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Range of Writing
GOAL	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
PERFORMANCE / CONTENT STANDARD	AK.SL.6.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	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.
INDICATOR	SL.6.1.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.
INDICATOR	SL.6.1.b.	Follow rules for collegial discussions (e.g., establishing norms: taking turns, paraphrasing, respecting diverse viewpoints), set specific goals and deadlines, and define individual roles as needed.
INDICATOR	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.

STANDARD		
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
INDICATOR	L.6.1.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.
PERFORMANCE / CONTENT STANDARD	AK.L.6.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	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.
INDICATOR	L.6.4.a.	Determine meaning of unfamiliar words by using knowledge of word structure (root words, prefixes, suffixes, abbreviations) and language structure through reading words in text (word order, grammar), 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.
INDICATOR	L.6.4.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).
PERFORMANCE / CONTENT ST ANDARD	AK.L.6.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.6.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

PERFORMANCE AK.L.6. Language Standards

/ CONTENT

Lesson 10: Unit 4 Summarizing a Reference, p. 83-90

Alaska Content and Performance Standards

Grade 6 - Adopted: 2012			
PERFORMANCE / CONTENT ST ANDARD	AK.RI.6.	Reading Standards for Informational Text	
GRADE LEVEL EXPECTATION / STRAND		Key Ideas and Details	

GOAL	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GOAL	RI.6.2.	Determine a central idea and subtopics of a text and how they are conveyed through particular details; restate and summarize the central idea or events, in correct sequence when necessary, after reading a text.
GOAL	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated on in a text (e.g., through examples or anecdotes).
PERFORMANCE / CONTENT STANDARD	AK.RI.6.	Reading Standards for Informational Text
GRADE LEVEL EXPECTATION / STRAND		Craft and Structure
GOAL	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
PERFORMANCE / CONTENT STANDARD	AK.RI.6.	Reading Standards for Informational Text
GRADE LEVEL EXPECTATION / STRAND		Integration of Knowledge and Ideas
GOAL	RI.6.7.	Integrate information presented in different media (e.g., may include, but not limited to podcasts) or formats (e.g., visually, quantitatively/ data-related) as well as in words to develop a coherent understanding of a topic or issue.
PERFORMANCE / CONTENT STANDARD	AK.W.6.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes
GOAL	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.
INDICATOR	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.
INDICATOR	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.6.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
INDICATOR	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.6.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.

PERFORMANCE / CONTENT ST ANDARD	AK.W.6.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
GOAL	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.)
GOAL	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
PERFORMANCE / CONTENT ST ANDARD	AK.W.6.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Range of Writing
GOAL	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
PERFORMANCE / CONTENT ST ANDARD	AK.SL.6.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	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.
INDICATOR	SL.6.1.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.
INDICATOR	SL.6.1.b.	Follow rules for collegial discussions (e.g., establishing norms: taking turns, paraphrasing, respecting diverse viewpoints), set specific goals and deadlines, and define individual roles as needed.
INDICATOR	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.
INDICATOR	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
PERFORMANCE / CONTENT STANDARD	AK.L.6.	Language Standards
GRADE LEVEL		Conventions of Standard English
EXPECTATION / STRAND		Conventions of Standard English

INDICATOR	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
INDICATOR	L.6.1.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.
PERFORMANCE / CONTENT STANDARD	AK.L.6.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	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.
INDICATOR	L.6.4.a.	Determine meaning of unfamiliar words by using knowledge of word structure (root words, prefixes, suffixes, abbreviations) and language structure through reading words in text (word order, grammar), 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.
INDICATOR	L.6.4.c.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses and specialized reference materials), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
INDICATOR	L.6.4.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).
PERFORMANCE / CONTENT STANDARD	AK.L.6.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.6.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 11: Unit 4 Summarizing a Reference, p. 91-100

Alaska Content and Performance Standards

		Grade 6 - Adopted: 2012
PERFORMANCE / CONTENT ST ANDARD	AK.RI.6.	Reading Standards for Informational Text
GRADE LEVEL EXPECTATION / STRAND		Key Ideas and Details
GOAL	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

		presented.
INDICATOR	W.6.2.f.	Provide a concluding statement or section that follows from the information or explanation
INDICATOR	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.6.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
INDICATOR	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	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.
GOAL	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.
GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes
PERFORMANCE / CONTENT STANDARD	AK.W.6.	Writing Standards
GOAL	RI.6.7.	Integrate information presented in different media (e.g., may include, but not limited to podcasts) or formats (e.g., visually, quantitatively/ data-related) as well as in words to develop a coherent understanding of a topic or issue.
GRADE LEVEL EXPECTATION / STRAND		Integration of Knowledge and Ideas
PERFORMANCE / CONTENT STANDARD	AK.RI.6.	Reading Standards for Informational Text
GOAL	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
GRADE LEVEL EXPECTATION / STRAND		Craft and Structure
PERFORMANCE / CONTENT STANDARD	AK.RI.6.	Reading Standards for Informational Text
GOAL	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated on in a text (e.g., through examples or anecdotes).
		after reading a text.
GOAL	RI.6.2.	Determine a central idea and subtopics of a text and how they are conveyed through particular details; restate and summarize the central idea or events, in correct sequence when necessary,

GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
GOAL	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.)
GOAL	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
PERFORMANCE / CONTENT STANDARD	AK.W.6.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Range of Writing
GOAL	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
PERFORMANCE / CONTENT STANDARD	AK.SL.6.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	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.
INDICATOR	SL.6.1.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.
INDICATOR	SL.6.1.b.	Follow rules for collegial discussions (e.g., establishing norms: taking turns, paraphrasing, respecting diverse viewpoints), set specific goals and deadlines, and define individual roles as needed.
INDICATOR	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.
INDICATOR	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
PERFORMANCE	AK.L.6.	Language Standards
/ CONTENT STANDARD		
		Conventions of Standard English
STANDARD GRADE LEVEL EXPECTATION /	L.6.1.	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

INDICATOR	L.6.1.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.
PERFORMANCE / CONTENT STANDARD	AK.L.6.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	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.
INDICATOR	L.6.4.a.	Determine meaning of unfamiliar words by using knowledge of word structure (root words, prefixes, suffixes, abbreviations) and language structure through reading words in text (word order, grammar), 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.
INDICATOR	L.6.4.c.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses and specialized reference materials), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
INDICATOR	L.6.4.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).
PERFORMANCE / CONTENT STANDARD	AK.L.6.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.6.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 12: Unit 4 Summarizing a Reference, p. 101-112

Alaska Content and Performance Standards

		Grade 6 - Adopted: 2012
PERFORMANCE / CONTENT STANDARD	AK.RI.6.	Reading Standards for Informational Text
GRADE LEVEL EXPECTATION / STRAND		Key Ideas and Details
GOAL	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GOAL	RI.6.2.	Determine a central idea and subtopics of a text and how they are conveyed through particular details; restate and summarize the central idea or events, in correct sequence when necessary, after reading a text.

GOAL	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated on in a text (e.g., through examples or anecdotes).
PERFORMANCE / CONTENT STANDARD	AK.RI.6.	Reading Standards for Informational Text
GRADE LEVEL EXPECTATION / STRAND		Craft and Structure
GOAL	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
PERFORMANCE / CONTENT STANDARD	AK.RI.6.	Reading Standards for Informational Text
GRADE LEVEL EXPECTATION / STRAND		Integration of Knowledge and Ideas
GOAL	RI.6.7.	Integrate information presented in different media (e.g., may include, but not limited to podcasts) or formats (e.g., visually, quantitatively/ data-related) as well as in words to develop a coherent understanding of a topic or issue.
PERFORMANCE / CONTENT STANDARD	AK.W.6.	Writing Standards
GRADE LEVEL		Text Types and Purposes
EXPECTATION / STRAND		Text Types and Pulposes
EXPECTATION /	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.
EXPECTATION / STRAND	W.6.2. W.6.2.a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and
STRAND GOAL		Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. 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
GOAL INDICATOR	W.6.2.a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. 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. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information
GOAL INDICATOR INDICATOR	W.6.2.a. W.6.2.b.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. 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. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
GOAL INDICATOR INDICATOR	W.6.2.a. W.6.2.b.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. 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. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use appropriate transitions to clarify the relationships among ideas and concepts.
GOAL INDICATOR INDICATOR INDICATOR	W.6.2.a. W.6.2.b. W.6.2.c.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. 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. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use appropriate transitions to clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION / STRAND GOAL INDICATOR INDICATOR INDICATOR INDICATOR INDICATOR INDICATOR PERFORMANCE / CONTENT	W.6.2.a. W.6.2.b. W.6.2.c. W.6.2.f.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. 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. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use appropriate transitions to clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Provide a concluding statement or section that follows from the information or explanation presented.

GOAL	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.)
GOAL	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
PERFORMANCE / CONTENT STANDARD	AK.W.6.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Range of Writing
GOAL	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
PERFORMANCE / CONTENT STANDARD	AK.SL.6.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	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.
INDICATOR	SL.6.1.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.
INDICATOR	SL.6.1.b.	Follow rules for collegial discussions (e.g., establishing norms: taking turns, paraphrasing, respecting diverse viewpoints), set specific goals and deadlines, and define individual roles as needed.
INDICATOR	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.
INDICATOR	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
PERFORMANCE / CONTENT STANDARD	AK.L.6.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
INDICATOR	L.6.1.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.

PERFORMANCE / CONTENT STANDARD	AK.L.6.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Knowledge of Language
GOAL	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.6.3.a.	Vary sentence patterns for meaning, reader/listener interest, and style.
PERFORMANCE / CONTENT STANDARD	AK.L.6.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	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.
INDICATOR	L.6.4.a.	Determine meaning of unfamiliar words by using knowledge of word structure (root words, prefixes, suffixes, abbreviations) and language structure through reading words in text (word order, grammar), 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.
INDICATOR	L.6.4.c.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses and specialized reference materials), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
INDICATOR	L.6.4.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).
PERFORMANCE / CONTENT ST ANDARD	AK.L.6.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.6.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		Lesson 13: Unit 5 Writing from Pictures, p. 113-118
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Alaska Content and Performance Standards

Grade 6 - Adopted: 2012			
PERFORMANCE / CONTENT STANDARD	AK.W.6.	Writing Standards	
GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing	

GOAL	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.)
PERFORMANCE / CONTENT STANDARD	AK.SL.6.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	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.
INDICATOR	SL.6.1.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.
INDICATOR	SL.6.1.b.	Follow rules for collegial discussions (e.g., establishing norms: taking turns, paraphrasing, respecting diverse viewpoints), set specific goals and deadlines, and define individual roles as needed.
INDICATOR	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.
INDICATOR	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
PERFORMANCE / CONTENT STANDARD	AK.SL.6.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Presentation of Knowledge and Ideas
GOAL	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.
PERFORMANCE / CONTENT STANDARD	AK.L.6.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	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.
INDICATOR	L.6.4.a.	Determine meaning of unfamiliar words by using knowledge of word structure (root words, prefixes, suffixes, abbreviations) and language structure through reading words in text (word order, grammar), 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.

Lesson 14: Unit 5 Writing from Pictures, p. 119-127

Alaska Content and Performance Standards

Language Arts

Grade 6 - Adopted: 2012

Grade 6 - Adopted: 2012		
PERFORMANCE / CONTENT STANDARD	AK.W.6.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes
GOAL	W.6.3.	Use narrative writing to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
INDICATOR	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.
INDICATOR	W.6.3.c.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
INDICATOR	W.6.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
INDICATOR	W.6.3.e.	Provide a conclusion that follows from the narrated experiences or events.
PERFORMANCE / CONTENT STANDARD	AK.W.6.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
GOAL	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.)
GOAL	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
PERFORMANCE / CONTENT STANDARD	AK.W.6.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Range of Writing
GOAL	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
PERFORMANCE / CONTENT STANDARD	AK.SL.6.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	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.

INDICATOR	SL.6.1.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.
INDICATOR	SL.6.1.b.	Follow rules for collegial discussions (e.g., establishing norms: taking turns, paraphrasing, respecting diverse viewpoints), set specific goals and deadlines, and define individual roles as needed.
INDICATOR	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.
INDICATOR	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
PERFORMANCE / CONTENT STANDARD	AK.L.6.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
INDICATOR	L.6.1.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.
PERFORMANCE / CONTENT STANDARD	AK.L.6.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Knowledge of Language
GOAL	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.6.3.a.	Vary sentence patterns for meaning, reader/listener interest, and style.
PERFORMANCE / CONTENT STANDARD	AK.L.6.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	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.
INDICATOR	L.6.4.a.	Determine meaning of unfamiliar words by using knowledge of word structure (root words, prefixes, suffixes, abbreviations) and language structure through reading words in text (word order, grammar), 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.
PERFORMANCE / CONTENT STANDARD	AK.L.6.	Language Standards

GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.6.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 15: Unit 5 Writing from Pictures, p. 127-134

Alaska Content and Performance Standards

Language Arts		
		Grade 6 - Adopted: 2012
PERFORMANCE / CONTENT STANDARD	AK.W.6.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes
GOAL	W.6.3.	Use narrative writing to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
INDICATOR	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.
INDICATOR	W.6.3.c.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
INDICATOR	W.6.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
INDICATOR	W.6.3.e.	Provide a conclusion that follows from the narrated experiences or events.
PERFORMANCE / CONTENT STANDARD	AK.W.6.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
GOAL	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.)
GOAL	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
PERFORMANCE / CONTENT STANDARD	AK.W.6.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Range of Writing

GOAL	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
PERFORMANCE / CONTENT STANDARD	AK.SL.6.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	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.
INDICATOR	SL.6.1.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.
INDICATOR	SL.6.1.b.	Follow rules for collegial discussions (e.g., establishing norms: taking turns, paraphrasing, respecting diverse viewpoints), set specific goals and deadlines, and define individual roles as needed.
INDICATOR	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.
INDICATOR	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
PERFORMANCE / CONTENT STANDARD	AK.L.6.	Language Standards
/ CONTENT	AK.L.6.	Language Standards Conventions of Standard English
CONTENT STANDARD GRADE LEVEL EXPECTATION /	AK.L.6.	
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage
/ CONTENT STANDARD GRADE LEVEL EXPECTATION / STRAND GOAL	L.6.1.	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
J CONTENT STANDARD GRADE LEVEL EXPECTATION / STRAND GOAL INDICATOR	L.6.1. L.6.1.d.	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). Recognize variations from standard English in their own and others' writing and speaking, and
J CONTENT STANDARD GRADE LEVEL EXPECTATION / STRAND GOAL INDICATOR INDICATOR PERFORMANCE / CONTENT	L.6.1.d. L.6.1.e.	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
J CONTENT STANDARD GRADE LEVEL EXPECTATION / STRAND GOAL INDICATOR PERFORMANCE / CONTENT STANDARD GRADE LEVEL EXPECTATION /	L.6.1.d. L.6.1.e.	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. Language Standards
GRADE LEVEL EXPECTATION / STRAND GOAL INDICATOR PERFORMANCE / CONTENT STANDARD GRADE LEVEL EXPECTATION / STRAND	L.6.1.d. L.6.1.e. AK.L.6.	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. Language Standards Knowledge of Language Use knowledge of language and its conventions when writing, speaking, reading, or

GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	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.
INDICATOR	L.6.4.a.	Determine meaning of unfamiliar words by using knowledge of word structure (root words, prefixes, suffixes, abbreviations) and language structure through reading words in text (word order, grammar), 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.
PERFORMANCE / CONTENT ST AND ARD	AK.L.6.	Language Standards
/ CONTENT	AK.L.6.	Language Standards Vocabulary Acquisition and Use

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Alaska Content and Performance Standards

Language Arts

Grade 6 - Adopted: 2012 PERFORMANCE AK.RI.6. **Reading Standards for Informational Text** / CONTENT STANDARD **GRADE LEVEL Key Ideas and Details** EXPECTATION / STRAND GOAL RI.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. GOAL RI.6.2. Determine a central idea and subtopics of a text and how they are conveyed through particular details; restate and summarize the central idea or events, in correct sequence when necessary, after reading a text. GOAL RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated on in a text (e.g., through examples or anecdotes). PERFORMANCE AK.RI.6. Reading Standards for Informational Text / CONTENT **STANDARD** Craft and Structure **GRADE LEVEL EXPECTATION /** STRAND GOAL RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

PERFORMANCE / CONTENT STANDARD	AK.RI.6.	Reading Standards for Informational Text
GRADE LEVEL EXPECTATION / STRAND		Integration of Knowledge and Ideas
GOAL	RI.6.7.	Integrate information presented in different media (e.g., may include, but not limited to podcasts) or formats (e.g., visually, quantitatively/ data-related) as well as in words to develop a coherent understanding of a topic or issue.
PERFORMANCE / CONTENT STANDARD	AK.W.6.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes
GOAL	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.
INDICATOR	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.
INDICATOR	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
PERFORMANCE / CONTENT STANDARD	AK.W.6.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
GOAL	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.)
PERFORMANCE / CONTENT STANDARD	AK.W.6.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Research to Build and Present Knowledge
GOAL	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
GOAL	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.
PERFORMANCE / CONTENT STANDARD	AK.SL.6.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration

GOAL	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.
INDICATOR	SL.6.1.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.
INDICATOR	SL.6.1.b.	Follow rules for collegial discussions (e.g., establishing norms: taking turns, paraphrasing, respecting diverse viewpoints), set specific goals and deadlines, and define individual roles as needed.
INDICATOR	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.
INDICATOR	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
PERFORMANCE / CONTENT STANDARD	AK.L.6.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	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.
INDICATOR	L.6.4.a.	Determine meaning of unfamiliar words by using knowledge of word structure (root words, prefixes, suffixes, abbreviations) and language structure through reading words in text (word order, grammar), 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.
INDICATOR	L.6.4.a. L.6.4.d.	suffixes, abbreviations) and language structure through reading words in text (word order, grammar), context (e.g., the overall meaning of a sentence or paragraph; a word's position or
		suffixes, abbreviations) and language structure through reading words in text (word order, grammar), 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. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the
INDICATOR PERFORMANCE / CONTENT	L.6.4.d.	suffixes, abbreviations) and language structure through reading words in text (word order, grammar), 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. 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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Alaska Content and Performance Standards

Language Arts

Grade 6 - Adopted: 2012

PERFORMANCE / CONTENT STANDARD

AK.RI.6.

Reading Standards for Informational Text

GRADE LEVEL EXPECTATION / STRAND		Key Ideas and Details
GOAL	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GOAL	RI.6.2.	Determine a central idea and subtopics of a text and how they are conveyed through particular details; restate and summarize the central idea or events, in correct sequence when necessary, after reading a text.
GOAL	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated on in a text (e.g., through examples or anecdotes).
PERFORMANCE / CONTENT STANDARD	AK.RI.6.	Reading Standards for Informational Text
GRADE LEVEL EXPECTATION / STRAND		Craft and Structure
GOAL	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
PERFORMANCE / CONTENT STANDARD	AK.RI.6.	Reading Standards for Informational Text
GRADE LEVEL EXPECTATION / STRAND		Integration of Knowledge and Ideas
GOAL	RI.6.7.	Integrate information presented in different media (e.g., may include, but not limited to podcasts) or formats (e.g., visually, quantitatively/ data-related) as well as in words to develop a coherent understanding of a topic or issue.
PERFORMANCE / CONTENT STANDARD	AK.W.6.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes
GOAL	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.
INDICATOR	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.
INDICATOR	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.6.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
INDICATOR	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.6.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.

PERFORMANCE / CONTENT STANDARD	AK.W.6.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
GOAL	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.)
GOAL	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
PERFORMANCE / CONTENT STANDARD	AK.W.6.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Research to Build and Present Knowledge
GOAL	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
GOAL	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.
PERFORMANCE / CONTENT STANDARD	AK.W.6.	Writing Standards
/ CONTENT	AK.W.6.	Writing Standards Range of Writing
GRADE LEVEL EXPECTATION /	AK.W.6. W.6.10.	
/ CONTENT STANDARD GRADE LEVEL EXPECTATION / STRAND		Range of Writing 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
/ CONTENT STANDARD GRADE LEVEL EXPECTATION / STRAND GOAL PERFORMANCE / CONTENT	W.6.10.	Range of Writing 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.
/ CONTENT STANDARD GRADE LEVEL EXPECTATION / STRAND GOAL PERFORMANCE / CONTENT STANDARD GRADE LEVEL EXPECTATION /	W.6.10.	Range of Writing 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. Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND GOAL PERFORMANCE / CONTENT STANDARD GRADE LEVEL EXPECTATION / STRAND	W.6.10.	Range of Writing 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. Speaking and Listening Standards Comprehension and Collaboration 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

INDICATOR	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.
INDICATOR	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
PERFORMANCE / CONTENT STANDARD	AK.L.6.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
INDICATOR	L.6.1.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.
PERFORMANCE / CONTENT STANDARD	AK.L.6.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Knowledge of Language
GOAL	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.6.3.a.	Vary sentence patterns for meaning, reader/listener interest, and style.
PERFORMANCE / CONTENT STANDARD	AK.L.6.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	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.
INDICATOR	L.6.4.a.	Determine meaning of unfamiliar words by using knowledge of word structure (root words, prefixes, suffixes, abbreviations) and language structure through reading words in text (word order, grammar), 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.
INDICATOR	L.6.4.c.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses and specialized reference materials), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
INDICATOR	L.6.4.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).
PERFORMANCE / CONTENT STANDARD	AK.L.6.	Language Standards

GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.6.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Alaska Content and Performance Standards

Language Arts		
		Grade 6 - Adopted: 2012
PERFORMANCE / CONTENT STANDARD	AK.RI.6.	Reading Standards for Informational Text
GRADE LEVEL EXPECTATION / STRAND		Key Ideas and Details
GOAL	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GOAL	RI.6.2.	Determine a central idea and subtopics of a text and how they are conveyed through particular details; restate and summarize the central idea or events, in correct sequence when necessary, after reading a text.
GOAL	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated on in a text (e.g., through examples or anecdotes).
PERFORMANCE / CONTENT STANDARD	AK.RI.6.	Reading Standards for Informational Text
GRADE LEVEL EXPECTATION / STRAND		Craft and Structure
GOAL	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
PERFORMANCE / CONTENT STANDARD	AK.RI.6.	Reading Standards for Informational Text
GRADE LEVEL EXPECTATION / STRAND		Integration of Knowledge and Ideas
GOAL	RI.6.7.	Integrate information presented in different media (e.g., may include, but not limited to podcasts) or formats (e.g., visually, quantitatively/ data-related) as well as in words to develop a coherent understanding of a topic or issue.
PERFORMANCE / CONTENT STANDARD	AK.W.6.	Writing Standards

GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes
GOAL	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.
INDICATOR	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.
INDICATOR	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
PERFORMANCE / CONTENT STANDARD	AK.W.6.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
GOAL	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.)
PERFORMANCE / CONTENT ST ANDARD	AK.W.6.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Research to Build and Present Knowledge
GOAL	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
GOAL	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.
PERFORMANCE / CONTENT STANDARD	AK.SL.6.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	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.
INDICATOR	SL.6.1.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.
INDICATOR	SL.6.1.b.	Follow rules for collegial discussions (e.g., establishing norms: taking turns, paraphrasing, respecting diverse viewpoints), set specific goals and deadlines, and define individual roles as needed.
INDICATOR	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.

INDICATOR	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
PERFORMANCE / CONTENT STANDARD	AK.L.6.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	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.
INDICATOR	L.6.4.a.	Determine meaning of unfamiliar words by using knowledge of word structure (root words, prefixes, suffixes, abbreviations) and language structure through reading words in text (word order, grammar), 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.
INDICATOR	L.6.4.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).
PERFORMANCE / CONTENT STANDARD	AK.L.6.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.6.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Alaska Content and Performance Standards

		Grade 6 - Adopted: 2012
PERFORMANCE / CONTENT STANDARD	AK.RI.6.	Reading Standards for Informational Text
GRADE LEVEL EXPECTATION / STRAND		Key Ideas and Details
GOAL	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GOAL	RI.6.2.	Determine a central idea and subtopics of a text and how they are conveyed through particular details; restate and summarize the central idea or events, in correct sequence when necessary, after reading a text.
GOAL	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated on in a text (e.g., through examples or anecdotes).

STANDARD		
GRADE LEVEL EXPECTATION / STRAND		Craft and Structure
GOAL	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
PERFORMANCE / CONTENT ST ANDARD	AK.RI.6.	Reading Standards for Informational Text
GRADE LEVEL EXPECTATION / STRAND		Integration of Knowledge and Ideas
GOAL	RI.6.7.	Integrate information presented in different media (e.g., may include, but not limited to podcasts) or formats (e.g., visually, quantitatively/ data-related) as well as in words to develop a coherent understanding of a topic or issue.
PERFORMANCE / CONTENT ST ANDARD	AK.W.6.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes
GOAL	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.
INDICATOR	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.
INDICATOR	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.6.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
INDICATOR	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.6.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.
PERFORMANCE / CONTENT ST ANDARD	AK.W.6.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
GOAL	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.)

Reading Standards for Informational Text

PERFORMANCE

/ CONTENT

AK.RI.6.

GOAL	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
PERFORMANCE / CONTENT STANDARD	AK.W.6.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Research to Build and Present Knowledge
GOAL	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
GOAL	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.
PERFORMANCE / CONTENT STANDARD	AK.W.6.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Range of Writing
GOAL	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
PERFORMANCE / CONTENT STANDARD	AK.SL.6.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	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.
INDICATOR	SL.6.1.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.
INDICATOR	SL.6.1.b.	Follow rules for collegial discussions (e.g., establishing norms: taking turns, paraphrasing, respecting diverse viewpoints), set specific goals and deadlines, and define individual roles as needed.
INDICATOR	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.
		Review the key ideas expressed and demonstrate understanding of multiple perspectives through
INDICATOR	SL.6.1.d.	reflection and paraphrasing.

GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
INDICATOR	L.6.1.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.
PERFORMANCE / CONTENT STANDARD	AK.L.6.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Knowledge of Language
GOAL	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.6.3.a.	Vary sentence patterns for meaning, reader/listener interest, and style.
PERFORMANCE / CONTENT STANDARD	AK.L.6.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	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.
INDICATOR	L.6.4.a.	Determine meaning of unfamiliar words by using knowledge of word structure (root words, prefixes, suffixes, abbreviations) and language structure through reading words in text (word order, grammar), 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.
INDICATOR	L.6.4.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).
PERFORMANCE / CONTENT ST ANDARD	AK.L.6.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.6.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Alaska Content and Performance Standards

PERFORMANCE / CONTENT ST ANDARD	AK.W.6.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes
GOAL	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.
INDICATOR	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.
INDICATOR	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.6.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
INDICATOR	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.6.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.
PERFORMANCE / CONTENT STANDARD	AK.W.6.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
GOAL	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.)
GOAL	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
PERFORMANCE / CONTENT STANDARD	AK.W.6.	Writing Standards
GRADE LEVEL EXPECTATION /		Range of Writing

PERFORMANCE / CONTENT STANDARD GRADE LEVEL EXPECTATION / STRAND GOAL W.6.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

PERFORMANCE	AK.SL.6.	Speaking and Listening Standards
/ CONTENT		
STANDARD		

GRADE LEVEL	Comprehension and Collaboration
EXPECTATION /	
STRAND	

GOAL	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.	
INDICATOR	SL.6.1.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.	
INDICATOR	SL.6.1.b.	Follow rules for collegial discussions (e.g., establishing norms: taking turns, paraphrasing, respecting diverse viewpoints), set specific goals and deadlines, and define individual roles as needed.	
INDICATOR	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.	
INDICATOR	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	
PERFORMANCE / CONTENT STANDARD	AK.L.6.	Language Standards	
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English	
GOAL	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
INDICATOR	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).	
INDICATOR	L.6.1.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.	
PERFORMANCE / CONTENT STANDARD	AK.L.6.	Language Standards	
GRADE LEVEL EXPECTATION / STRAND		Knowledge of Language	
GOAL	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
INDICATOR	L.6.3.a.	Vary sentence patterns for meaning, reader/listener interest, and style.	
PERFORMANCE / CONTENT ST ANDARD	AK.L.6.	Language Standards	
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use	
GOAL	L.6.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	

Alaska Content and Performance Standards

		Grade 6 - Adopted: 2012	
PERFORMANCE / CONTENT STANDARD	AK.W.6.	Writing Standards	
GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes	
GOAL	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.	
INDICATOR	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.	
INDICATOR	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	
INDICATOR	W.6.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.	
INDICATOR	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.	
INDICATOR	W.6.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.	
PERFORMANCE / CONTENT ST ANDARD	AK.W.6.	Writing Standards	
GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing	
GOAL	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.)	
GOAL	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)	
PERFORMANCE / CONTENT STANDARD	AK.W.6.	Writing Standards	
GRADE LEVEL EXPECTATION / STRAND		Range of Writing	
GOAL	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	
PERFORMANCE / CONTENT STANDARD	AK.SL.6.	Speaking and Listening Standards	

GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	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.
INDICATOR	SL.6.1.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.
INDICATOR	SL.6.1.b.	Follow rules for collegial discussions (e.g., establishing norms: taking turns, paraphrasing, respecting diverse viewpoints), set specific goals and deadlines, and define individual roles as needed.
INDICATOR	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.
INDICATOR	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
PERFORMANCE / CONTENT STANDARD	AK.L.6.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
INDICATOR	L.6.1.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.
PERFORMANCE / CONTENT STANDARD	AK.L.6.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Knowledge of Language
GOAL	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.6.3.a.	Vary sentence patterns for meaning, reader/listener interest, and style.
PERFORMANCE / CONTENT	AK.L.6.	Language Standards
STANDARD		
		Vocabulary Acquisition and Use

Alaska Content and Performance Standards

		Grade 6 - Adopted: 2012
PERFORMANCE / CONTENT STANDARD	AK.W.6.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes
GOAL	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.
INDICATOR	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.
INDICATOR	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.6.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
INDICATOR	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.6.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.
PERFORMANCE / CONTENT STANDARD	AK.W.6.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
GOAL	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.)
GOAL	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
PERFORMANCE / CONTENT STANDARD	AK.W.6.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Range of Writing
GOAL	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

PERFORMANCE / CONTENT ST ANDARD	AK.SL.6.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	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.
INDICATOR	SL.6.1.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.
INDICATOR	SL.6.1.b.	Follow rules for collegial discussions (e.g., establishing norms: taking turns, paraphrasing, respecting diverse viewpoints), set specific goals and deadlines, and define individual roles as needed.
INDICATOR	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.
INDICATOR	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
PERFORMANCE / CONTENT STANDARD	AK.L.6.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
INDICATOR	L.6.1.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.
PERFORMANCE / CONTENT STANDARD	AK.L.6.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Knowledge of Language
GOAL	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.6.3.a.	Vary sentence patterns for meaning, reader/listener interest, and style.
PERFORMANCE / CONTENT ST ANDARD	AK.L.6.	Language Standards

Vocabulary Acquisition and Use

GRADE LEVEL EXPECTATION / STRAND L.6.6.

Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 23: Unit 7 Inventive Writing, p. 199-204

Alaska Content and Performance Standards

		Grade 6 - Adopted: 2012
PERFORMANCE / CONTENT STANDARD	AK.W.6.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes
GOAL	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.
INDICATOR	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.
INDICATOR	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.6.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
INDICATOR	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.6.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.
PERFORMANCE / CONTENT STANDARD	AK.W.6.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
GOAL	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.)
GOAL	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
PERFORMANCE / CONTENT STANDARD	AK.W.6.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Range of Writing

GOAL	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
PERFORMANCE / CONTENT STANDARD	AK.SL.6.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	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.
INDICATOR	SL.6.1.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.
INDICATOR	SL.6.1.b.	Follow rules for collegial discussions (e.g., establishing norms: taking turns, paraphrasing, respecting diverse viewpoints), set specific goals and deadlines, and define individual roles as needed.
INDICATOR	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.
INDICATOR	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
PERFORMANCE / CONTENT STANDARD	AK.L.6.	Language Standards
/ CONTENT	AK.L.6.	Language Standards Conventions of Standard English
CONTENT STANDARD GRADE LEVEL EXPECTATION /	AK.L.6.	
GRADE LEVEL EXPECT ATION / STRAND		Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage
/ CONTENT STANDARD GRADE LEVEL EXPECTATION / STRAND	L.6.1.	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CONTENT STANDARD GRADE LEVEL EXPECTATION / STRAND GOAL INDICATOR	L.6.1. L.6.1.d.	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). Recognize variations from standard English in their own and others' writing and speaking, and
/ CONTENT STANDARD GRADE LEVEL EXPECT ATION / STRAND GOAL INDICATOR PERFORMANCE / CONTENT	L.6.1.d. L.6.1.e.	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
GRADE LEVEL EXPECT ATION / STRAND GOAL INDICATOR PERFORMANCE / CONTENT STANDARD GRADE LEVEL EXPECT ATION /	L.6.1.d. L.6.1.e.	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. Language Standards
GRADE LEVEL EXPECT ATION / STRAND GOAL INDICATOR PERFORMANCE / CONTENT STANDARD GRADE LEVEL EXPECT ATION / STRAND	L.6.1.d. L.6.1.e. AK.L.6.	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. Language Standards Knowledge of Language Use knowledge of language and its conventions when writing, speaking, reading, or

GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.6.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 24: Unit 8 Formal Essay Models, p. 205-214

Alaska Content and Performance Standards

		Language Arts
		Grade 6 - Adopted: 2012
PERFORMANCE / CONTENT STANDARD	AK.RI.6.	Reading Standards for Informational Text
GRADE LEVEL EXPECTATION / STRAND		Key Ideas and Details
GOAL	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GOAL	RI.6.2.	Determine a central idea and subtopics of a text and how they are conveyed through particular details; restate and summarize the central idea or events, in correct sequence when necessary, after reading a text.
GOAL	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated on in a text (e.g., through examples or anecdotes).
PERFORMANCE / CONTENT ST ANDARD	AK.RI.6.	Reading Standards for Informational Text
GRADE LEVEL EXPECTATION / STRAND		Craft and Structure
GOAL	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
PERFORMANCE / CONTENT ST ANDARD	AK.RI.6.	Reading Standards for Informational Text
GRADE LEVEL EXPECTATION / STRAND		Integration of Knowledge and Ideas
GOAL	RI.6.7.	Integrate information presented in different media (e.g., may include, but not limited to podcasts) or formats (e.g., visually, quantitatively/ data-related) as well as in words to develop a coherent understanding of a topic or issue.
PERFORMANCE / CONTENT STANDARD	AK.W.6.	Writing Standards

GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes
GOAL	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.
INDICATOR	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.
INDICATOR	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.6.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
INDICATOR	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.6.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.
PERFORMANCE / CONTENT STANDARD	AK.W.6.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
GOAL	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.)
GOAL	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
PERFORMANCE / CONTENT STANDARD	AK.W.6.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Range of Writing
GOAL	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
PERFORMANCE / CONTENT ST ANDARD	AK.SL.6.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	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.

INDICATOR	SL.6.1.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.
INDICATOR	SL.6.1.b.	Follow rules for collegial discussions (e.g., establishing norms: taking turns, paraphrasing, respecting diverse viewpoints), set specific goals and deadlines, and define individual roles as needed.
INDICATOR	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.
INDICATOR	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
PERFORMANCE / CONTENT STANDARD	AK.L.6.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
INDICATOR	L.6.1.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.
PERFORMANCE / CONTENT STANDARD	AK.L.6.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Knowledge of Language
GOAL	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.6.3.a.	Vary sentence patterns for meaning, reader/listener interest, and style.
PERFORMANCE / CONTENT STANDARD	AK.L.6.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	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.
INDICATOR	L.6.4.a.	Determine meaning of unfamiliar words by using knowledge of word structure (root words, prefixes, suffixes, abbreviations) and language structure through reading words in text (word order, grammar), 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.
INDICATOR	L.6.4.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).

PERFORMANCE	AK.L.6.	Language Standards
/ CONTENT		
STANDARD		

GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.6.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 25: Unit 8 Formal Essay Models, p. 215-224

Alaska Content and Performance Standards

		Grade 6 - Adopted: 2012
PERFORMANCE / CONTENT STANDARD	AK.RI.6.	Reading Standards for Informational Text
GRADE LEVEL EXPECTATION / STRAND		Key Ideas and Details
GOAL	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GOAL	RI.6.2.	Determine a central idea and subtopics of a text and how they are conveyed through particular details; restate and summarize the central idea or events, in correct sequence when necessary, after reading a text.
GOAL	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated on in a text (e.g., through examples or anecdotes).
PERFORMANCE / CONTENT STANDARD	AK.RI.6.	Reading Standards for Informational Text
GRADE LEVEL EXPECTATION / STRAND		Craft and Structure
GOAL	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
PERFORMANCE / CONTENT STANDARD	AK.RI.6.	Reading Standards for Informational Text
GRADE LEVEL EXPECTATION / STRAND		Integration of Knowledge and Ideas
GOAL	RI.6.7.	Integrate information presented in different media (e.g., may include, but not limited to podcasts) or formats (e.g., visually, quantitatively/ data-related) as well as in words to develop a coherent understanding of a topic or issue.

PERFORMANCE / CONTENT STANDARD	AK.W.6.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
GOAL	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.)
GOAL	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
PERFORMANCE / CONTENT STANDARD	AK.W.6.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Research to Build and Present Knowledge
GOAL	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
GOAL	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.
PERFORMANCE / CONTENT STANDARD	AK.W.6.	Writing Standards
/ CONTENT	AK.W.6.	Writing Standards Range of Writing
GRADE LEVEL EXPECTATION /	W.6.10.	
/ CONTENT STANDARD GRADE LEVEL EXPECTATION / STRAND		Range of Writing 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
GRADE LEVEL EXPECTATION / STRAND GOAL PERFORMANCE / CONTENT	W.6.10.	Range of Writing 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.
GRADE LEVEL EXPECTATION / STRAND GOAL PERFORMANCE / CONTENT STANDARD GRADE LEVEL EXPECTATION /	W.6.10.	Range of Writing 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. Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND GOAL PERFORMANCE / CONTENT STANDARD GRADE LEVEL EXPECTATION / STRAND	W.6.10.	Range of Writing 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. Speaking and Listening Standards Comprehension and Collaboration 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

PERFORMANCE AK.W.6.

Writing Standards

INDICATOR	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.
INDICATOR	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
PERFORMANCE / CONTENT STANDARD	AK.L.6.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	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.
INDICATOR	L.6.4.a.	Determine meaning of unfamiliar words by using knowledge of word structure (root words, prefixes, suffixes, abbreviations) and language structure through reading words in text (word order, grammar), 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.
INDICATOR	L.6.4.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).
PERFORMANCE / CONTENT ST ANDARD	AK.L.6.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.6.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 26: Unit 8 Formal Essay Models, p. 225-230

Alaska Content and Performance Standards

Language Arts

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PERFORMANCE / CONTENT ST ANDARD	AK.W.6.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes
GOAL	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.
INDICATOR	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.
INDICATOR	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

INDICATOR	W.6.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
INDICATOR	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.6.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.
PERFORMANCE / CONTENT STANDARD	AK.W.6.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
GOAL	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.)
GOAL	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
PERFORMANCE / CONTENT STANDARD	AK.W.6.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Range of Writing
GOAL	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
PERFORMANCE / CONTENT STANDARD	AK.SL.6.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	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.
INDICATOR	SL.6.1.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.
INDICATOR	SL.6.1.b.	Follow rules for collegial discussions (e.g., establishing norms: taking turns, paraphrasing, respecting diverse viewpoints), set specific goals and deadlines, and define individual roles as needed.
INDICATOR	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.

/ CONTENT STANDARD	AK.L.U.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
INDICATOR	L.6.1.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.
PERFORMANCE / CONTENT STANDARD	AK.L.6.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Knowledge of Language
GOAL	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.6.3.a.	Vary sentence patterns for meaning, reader/listener interest, and style.
PERFORMANCE / CONTENT STANDARD	AK.L.6.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.6.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

PERFORMANCE

AK.L.6.

Language Standards

Lesson 27: Unit 9 Formal Critique, p. 231-242

Alaska Content and Performance Standards

Language Arts

PERFORMANCE AK.RL.6. **Reading Standards for Literature** / CONTENT **STANDARD** GRADE LEVEL **Key Ideas and Details** EXPECTATION / STRAND Cite textual evidence to support analysis of what the text says explicitly as well as inferences GOAL RL.6.1. drawn from the text. GOAL RL.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; restate and summarize main ideas or events, in correct sequence, after reading a text.

GOAL	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 or as the narrative advances.
PERFORMANCE / CONTENT STANDARD	AK.RL.6.	Reading Standards for Literature
GRADE LEVEL EXPECTATION / STRAND		Craft and Structure
GOAL	RL.6.5.	Analyze the overall structure of a text: how a particular sentence, chapter, scene, or stanza fits into the overall work and analyzing how it contributes to the development of the characters, theme, setting, or plot.
PERFORMANCE / CONTENT STANDARD	AK.RL.6.	Reading Standards for Literature
GRADE LEVEL EXPECTATION / STRAND		Range of Reading and Level of Complexity
GOAL	RL.6.10.	By the end of the year, read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to grade 6 (from upper grade 5 to grade 7), with scaffolding as needed at the high end of the range.
PERFORMANCE / CONTENT STANDARD	AK.W.6.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes
EXPECTATION /	W.6.2.	Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION / STRAND	W.6.2. W.6.2.a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and
EXPECTATION / STRAND		Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. 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
GOAL INDICATOR	W.6.2.a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. 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. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information
GOAL INDICATOR	W.6.2.a. W.6.2.b.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. 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. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
GOAL INDICATOR INDICATOR	W.6.2.a. W.6.2.b.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. 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. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use appropriate transitions to clarify the relationships among ideas and concepts.
GOAL INDICATOR INDICATOR INDICATOR	W.6.2.a. W.6.2.b. W.6.2.c.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. 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. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use appropriate transitions to clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION / STRAND GOAL INDICATOR INDICATOR INDICATOR INDICATOR INDICATOR INDICATOR PERFORMANCE / CONTENT	W.6.2.a. W.6.2.b. W.6.2.c. W.6.2.d.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. 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. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use appropriate transitions to clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Provide a concluding statement or section that follows from the information or explanation presented.

GOAL	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.)
GOAL	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
PERFORMANCE / CONTENT STANDARD	AK.W.6.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Range of Writing
GOAL	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
PERFORMANCE / CONTENT STANDARD	AK.SL.6.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	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.
INDICATOR	SL.6.1.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.
INDICATOR	SL.6.1.b.	Follow rules for collegial discussions (e.g., establishing norms: taking turns, paraphrasing, respecting diverse viewpoints), set specific goals and deadlines, and define individual roles as needed.
INDICATOR	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.
INDICATOR	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
PERFORMANCE / CONTENT ST ANDARD	AK.L.6.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
INDICATOR	L.6.1.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.

PERFORMANCE / CONTENT STANDARD	AK.L.6.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Knowledge of Language
GOAL	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.6.3.a.	Vary sentence patterns for meaning, reader/listener interest, and style.
PERFORMANCE / CONTENT STANDARD	AK.L.6.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	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.
INDICATOR	L.6.4.a.	Determine meaning of unfamiliar words by using knowledge of word structure (root words, prefixes, suffixes, abbreviations) and language structure through reading words in text (word order, grammar), 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.
INDICATOR	L.6.4.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).
PERFORMANCE / CONTENT STANDARD	AK.L.6.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.6.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		Lesson 28: Unit 9 Formal Critique, p. 243-250
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		Language Arts
		Grade 6 - Adopted: 2012

PERFORMANCE / CONTENT STANDARD GRADE LEVEL EXPECTATION / STRAND GOAL Reading Standards for Literature Key Ideas and Details Key Ideas and Details Determine a theme or central idea of a text and how it is conveyed through particular details; restate and summarize main ideas or events, in correct sequence, after reading a text.

PERFORMANCE / CONTENT STANDARD	AK.RL.6.	Reading Standards for Literature
GRADE LEVEL EXPECTATION / STRAND		Craft and Structure
GOAL	RL.6.5.	Analyze the overall structure of a text: how a particular sentence, chapter, scene, or stanza fits into the overall work and analyzing how it contributes to the development of the characters, theme, setting, or plot.
PERFORMANCE / CONTENT STANDARD	AK.RI.6.	Reading Standards for Informational Text
GRADE LEVEL EXPECTATION / STRAND		Key Ideas and Details
GOAL	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GOAL	RI.6.2.	Determine a central idea and subtopics of a text and how they are conveyed through particular details; restate and summarize the central idea or events, in correct sequence when necessary, after reading a text.
GOAL	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated on in a text (e.g., through examples or anecdotes).
PERFORMANCE / CONTENT STANDARD	AK.RI.6.	Reading Standards for Informational Text
GRADE LEVEL EXPECTATION / STRAND		Craft and Structure
GOAL	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
PERFORMANCE / CONTENT STANDARD	AK.RI.6.	Reading Standards for Informational Text
GRADE LEVEL EXPECTATION / STRAND		Integration of Knowledge and Ideas
GOAL	RI.6.7.	Integrate information presented in different media (e.g., may include, but not limited to podcasts) or formats (e.g., visually, quantitatively/ data-related) as well as in words to develop a coherent understanding of a topic or issue.
PERFORMANCE / CONTENT ST ANDARD	AK.W.6.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes
GOAL	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.

INDICATOR	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.
INDICATOR	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.6.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
INDICATOR	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.6.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.
PERFORMANCE / CONTENT STANDARD	AK.W.6.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
GOAL	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.)
GOAL	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
PERFORMANCE / CONTENT STANDARD	AK.W.6.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Research to Build and Present Knowledge
GOAL	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.
PERFORMANCE / CONTENT STANDARD	AK.W.6.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Range of Writing
GOAL	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
PERFORMANCE / CONTENT STANDARD	AK.SL.6.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration

GOAL	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.
INDICATOR	SL.6.1.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.
INDICATOR	SL.6.1.b.	Follow rules for collegial discussions (e.g., establishing norms: taking turns, paraphrasing, respecting diverse viewpoints), set specific goals and deadlines, and define individual roles as needed.
INDICATOR	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.
INDICATOR	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
PERFORMANCE / CONTENT STANDARD	AK.L.6.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
INDICATOR	L.6.1.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.
PERFORMANCE / CONTENT STANDARD	AK.L.6.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Knowledge of Language
GOAL	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.6.3.a.	Vary sentence patterns for meaning, reader/listener interest, and style.
PERFORMANCE / CONTENT STANDARD	AK.L.6.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	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.
INDICATOR	L.6.4.a.	Determine meaning of unfamiliar words by using knowledge of word structure (root words, prefixes, suffixes, abbreviations) and language structure through reading words in text (word order, grammar), 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.

INDICATOR	L.6.4.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).
PERFORMANCE / CONTENT STANDARD	AK.L.6.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.6.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Alaska Content and Performance Standards

	Grade 6 - Adopted: 2012		
PERFORMANCE / CONTENT STANDARD	AK.RL.6.	Reading Standards for Literature	
GRADE LEVEL EXPECTATION / STRAND		Key Ideas and Details	
GOAL	RL.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	
GOAL	RL.6.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; restate and summarize main ideas or events, in correct sequence, after reading a text.	
GOAL	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 or as the narrative advances.	
PERFORMANCE / CONTENT STANDARD	AK.RL.6.	Reading Standards for Literature	
GRADE LEVEL EXPECTATION / STRAND		Craft and Structure	
GOAL	RL.6.5.	Analyze the overall structure of a text: how a particular sentence, chapter, scene, or stanza fits into the overall work and analyzing how it contributes to the development of the characters, theme, setting, or plot.	
PERFORMANCE / CONTENT STANDARD	AK.RL.6.	Reading Standards for Literature	
GRADE LEVEL EXPECTATION / STRAND		Range of Reading and Level of Complexity	

GOAL	RL.6.10.	By the end of the year, read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to grade 6 (from upper grade 5 to grade 7), with scaffolding as needed at the high end of the range.
PERFORMANCE / CONTENT STANDARD	AK.W.6.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes
GOAL	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.
INDICATOR	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.
INDICATOR	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.6.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
INDICATOR	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.6.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.
PERFORMANCE / CONTENT STANDARD	AK.W.6.	Writing Standards
/ CONTENT	AK.W.6.	Writing Standards Production and Distribution of Writing
/ CONTENT STANDARD GRADE LEVEL EXPECTATION /	AK.W.6. W.6.4.	
/ CONTENT STANDARD GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing 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
GRADE LEVEL EXPECTATION / STRAND	W.6.4.	Production and Distribution of Writing 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.) 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
GRADE LEVEL EXPECTATION / STRAND GOAL PERFORMANCE / CONTENT	W.6.4. W.6.5.	Production and Distribution of Writing 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.) 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.)
GRADE LEVEL EXPECT ATION / STRAND GOAL GOAL PERFORMANCE / CONTENT STANDARD GRADE LEVEL EXPECT ATION /	W.6.4. W.6.5.	Production and Distribution of Writing 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.) 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.) Writing Standards

GRADE LEVEL EXPECTATION / STRAND		Range of Writing
GOAL	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
PERFORMANCE / CONTENT STANDARD	AK.SL.6.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	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.
INDICATOR	SL.6.1.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.
INDICATOR	SL.6.1.b.	Follow rules for collegial discussions (e.g., establishing norms: taking turns, paraphrasing, respecting diverse viewpoints), set specific goals and deadlines, and define individual roles as needed.
INDICATOR	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.
INDICATOR	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
PERFORMANCE / CONTENT ST ANDARD	AK.L.6.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
INDICATOR	L.6.1.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.
PERFORMANCE / CONTENT ST ANDARD	AK.L.6.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Knowledge of Language
GOAL	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.6.3.a.	Vary sentence patterns for meaning, reader/listener interest, and style.

PERFORMANCE / CONTENT ST ANDARD	AK.L.6.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	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.
INDICATOR	L.6.4.a.	Determine meaning of unfamiliar words by using knowledge of word structure (root words, prefixes, suffixes, abbreviations) and language structure through reading words in text (word order, grammar), 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.

inferred meaning in context or in a dictionary).

PERFORMANCE / CONTENT STANDARD

INDICATOR

AK.L.6. Language Standards

L.6.4.d.

GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.6.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the

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Alaska Content and Performance Standards

Language Arts		
Grade 6 - Adopted: 2012		
PERFORMANCE / CONTENT STANDARD	AK.RL.6.	Reading Standards for Literature
GRADE LEVEL EXPECTATION / STRAND		Key Ideas and Details
GOAL	RL.6.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; restate and summarize main ideas or events, in correct sequence, after reading a text.
PERFORMANCE / CONTENT STANDARD	AK.RL.6.	Reading Standards for Literature
GRADE LEVEL EXPECTATION / STRAND		Craft and Structure
GOAL	RL.6.5.	Analyze the overall structure of a text: how a particular sentence, chapter, scene, or stanza fits into the overall work and analyzing how it contributes to the development of the characters, theme, setting, or plot.

GRADE LEVEL EXPECTATION / STRAND		Key Ideas and Details
GOAL	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GOAL	RI.6.2.	Determine a central idea and subtopics of a text and how they are conveyed through particular details; restate and summarize the central idea or events, in correct sequence when necessary, after reading a text.
GOAL	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated on in a text (e.g., through examples or anecdotes).
PERFORMANCE / CONTENT STANDARD	AK.RI.6.	Reading Standards for Informational Text
GRADE LEVEL EXPECTATION / STRAND		Craft and Structure
GOAL	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
PERFORMANCE / CONTENT STANDARD	AK.RI.6.	Reading Standards for Informational Text
GRADE LEVEL EXPECTATION / STRAND		Integration of Knowledge and Ideas
GOAL	RI.6.7.	Integrate information presented in different media (e.g., may include, but not limited to podcasts) or formats (e.g., visually, quantitatively/ data-related) as well as in words to develop a coherent understanding of a topic or issue.
PERFORMANCE / CONTENT ST ANDARD	AK.W.6.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes
GOAL	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.
INDICATOR	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.
INDICATOR	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

INDICATOR	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.6.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.
PERFORMANCE / CONTENT STANDARD	AK.W.6.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
GOAL	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.)
GOAL	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
PERFORMANCE / CONTENT STANDARD	AK.W.6.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Research to Build and Present Knowledge
GOAL	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.
PERFORMANCE / CONTENT STANDARD	AK.W.6.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Range of Writing
GOAL	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
PERFORMANCE / CONTENT STANDARD	AK.SL.6.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	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.
INDICATOR	SL.6.1.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.

INDICATOR	SL.6.1.b.	Follow rules for collegial discussions (e.g., establishing norms: taking turns, paraphrasing, respecting diverse viewpoints), set specific goals and deadlines, and define individual roles as needed.
INDICATOR	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.
INDICATOR	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
PERFORMANCE / CONTENT STANDARD	AK.L.6.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
INDICATOR	L.6.1.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.
PERFORMANCE / CONTENT STANDARD	AK.L.6.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Knowledge of Language
GOAL	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.6.3.a.	Vary sentence patterns for meaning, reader/listener interest, and style.
PERFORMANCE / CONTENT STANDARD	AK.L.6.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	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.
INDICATOR	L.6.4.a.	Determine meaning of unfamiliar words by using knowledge of word structure (root words, prefixes, suffixes, abbreviations) and language structure through reading words in text (word order, grammar), 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.
INDICATOR	L.6.4.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).
PERFORMANCE / CONTENT STANDARD	AK.L.6.	Language Standards

GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.6.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.