# Main Criteria: Investigations in Writing

Secondary Criteria: Arizona's College and Career Ready Standards

**Subject:** Language Arts

**Grade:** 6

#### **Investigations in Writing**

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

#### **Arizona's College and Career Ready Standards**

#### Language Arts

Cools C. Adams 1801C		
STRAND	AZ.6.RI.	Grade 6 - Adopted: 2016  Reading Standards for Informational Text
CONCEPT / STANDARD		Key Ideas and Details
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.RI.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.RI.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgements.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.RI.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and developed in a text (e.g., through examples or anecdotes).
STRAND	AZ.6.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Craft and Structure
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
STRAND	AZ.6.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Integration of Knowledge and Ideas
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.RI.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
STRAND	AZ.6.RI.	Reading Standards for Informational Text
CONCEPT /		Range of Reading and Level of Text Complexity

STANDARD

PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.RI.10.	By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade 6.
STRAND	AZ.6.W.	Writing Standards
CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.W.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.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.W.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.)
STRAND	AZ.6.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.9.b.	Apply grade 6 Reading standards to informational text and nonfiction.
STRAND	AZ.6.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.SL.1.	Engage effectively in a range of collaborative discussions (onellonlone, in groups, and teacherlied) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.SL.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.SL.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.SL.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.SL.1.d.	Review the key ideas expressed, draw conclusions, and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
STRAND	AZ.6.SL.	Speaking and Listening Standards

CONCEPT / STANDARD		Presentation of Knowledge and Ideas
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.SL.4.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
STRAND	AZ.6.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.L.4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.L.4.b.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase.
STRAND	AZ.6.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.L.6.	Acquire and use accurately grade appropriate general academic and domain specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

## **Arizona's College and Career Ready Standards**

Grade <b>6</b> - Adopted: <b>2016</b>		
STRAND	AZ.6.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Key Ideas and Details
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.RI.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.RI.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgements.

PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.RI.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and developed in a text (e.g., through examples or anecdotes).
STRAND	AZ.6.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Craft and Structure
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
STRAND	AZ.6.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Integration of Knowledge and Ideas
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.RI.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
STRAND	AZ.6.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.RI.10.	By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade 6.
STRAND	AZ.6.W.	Writing Standards
CONCEPT / STANDARD		Text Types and Purposes
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
OBJECTIVE /	6.W.2.d.	Use precise language and domain specific vocabulary to inform about or explain the topic.

OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.
STRAND	AZ.6.W.	Writing Standards
CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.W.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.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.W.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.)
STRAND	AZ.6.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.9.b.	Apply grade 6 Reading standards to informational text and nonfiction.
STRAND	AZ.6.W.	Writing Standards
CONCEPT / STANDARD		Range of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.W.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.
STRAND	AZ.6.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.SL.1.	Engage effectively in a range of collaborative discussions (onellonlone, in groups, and teacherlied) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.SL.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.SL.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

OBJECTIVE / GRADE LEVEL EXPECTATION	6.SL.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.SL.1.d.	Review the key ideas expressed, draw conclusions, and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
STRAND	AZ.6.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Presentation of Knowledge and Ideas
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.SL.4.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
STRAND	AZ.6.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.L.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
OBJECTIVE / GRADE LEVEL EXPECTATION	6.L.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.
STRAND	AZ.6.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.L.4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.L.4.b.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase.
STRAND	AZ.6.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use

PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL 6.L.6.

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

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

### **Arizona's College and Career Ready Standards**

		Grade <b>6</b> - Adopted: <b>2016</b>
STRAND	AZ.6.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Key Ideas and Details
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.RI.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.Rl.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgements.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.RI.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and developed in a text (e.g., through examples or anecdotes).
STRAND	AZ.6.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Craft and Structure
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.Rl.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
STRAND	AZ.6.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Integration of Knowledge and Ideas
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.Rl.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
STRAND	AZ.6.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Range of Reading and Level of Text Complexity

PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.RI.10.	By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade 6.
STRAND	AZ.6.W.	Writing Standards
CONCEPT / STANDARD		Text Types and Purposes
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.2.d.	Use precise language and domain@specific vocabulary to inform about or explain the topic.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.
STRAND	AZ.6.W.	Writing Standards
CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Gradelspecific expectations for writing types are defined in standards 1–3 above.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.W.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.)
STRAND	AZ.6.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.9.b.	Apply grade 6 Reading standards to informational text and nonfiction.
STRAND	AZ.6.W.	Writing Standards
CONCEPT / STANDARD		Range of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.W.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.
STRAND	AZ.6.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.SL.1.	Engage effectively in a range of collaborative discussions (onellonlone, in groups, and teacherlied) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.SL.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.SL.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.SL.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.SL.1.d.	Review the key ideas expressed, draw conclusions, and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
STRAND	AZ.6.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Presentation of Knowledge and Ideas
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.SL.4.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
STRAND	AZ.6.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

OBJECTIVE / GRADE LEVEL EXPECTATION	6.L.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
OBJECTIVE / GRADE LEVEL EXPECTATION	6.L.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.
STRAND	AZ.6.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.L.4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.L.4.b.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase.
STRAND	AZ.6.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.L.6.	Acquire and use accurately grade appropriate general academic and domain specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

## **Arizona's College and Career Ready Standards**

Grade <b>6</b> - Adopted: <b>2016</b>		
STRAND	AZ.6.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Key Ideas and Details
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.RI.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.RI.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgements.

PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.RI.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and developed in a text (e.g., through examples or anecdotes).
STRAND	AZ.6.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Craft and Structure
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
STRAND	AZ.6.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Integration of Knowledge and Ideas
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.RI.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
STRAND	AZ.6.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.RI.10.	By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade 6.
STRAND	AZ.6.W.	Writing Standards
CONCEPT / STANDARD		Text Types and Purposes
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
OBJECTIVE /	6.W.2.d.	Use precise language and domain specific vocabulary to inform about or explain the topic.

OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.
STRAND	AZ.6.W.	Writing Standards
CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.W.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.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.W.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.)
STRAND	AZ.6.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.9.b.	Apply grade 6 Reading standards to informational text and nonfiction.
STRAND	AZ.6.W.	Writing Standards
CONCEPT / STANDARD		Range of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.W.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.
STRAND	AZ.6.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.SL.1.	Engage effectively in a range of collaborative discussions (onellonlone, in groups, and teacherlied) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.SL.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.SL.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

OBJECTIVE / GRADE LEVEL EXPECTATION	6.SL.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.SL.1.d.	Review the key ideas expressed, draw conclusions, and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
STRAND	AZ.6.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.L.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
OBJECTIVE / GRADE LEVEL EXPECTATION	6.L.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.
STRAND	AZ.6.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.L.4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.L.4.b.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase.
STRAND	AZ.6.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.L.6.	Acquire and use accurately grade appropriate general academic and domain specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Lesson 05: Unit 3: Retelling Narrative Stories, p. 43-48

# Arizona's College and Career Ready Standards

		Grade <b>6</b> - Adopted: <b>2016</b>
STRAND	AZ.6.RL.	Reading Standards for Literature
CONCEPT / STANDARD		Key Ideas and Details
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.RL.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.RL.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.RL.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.
STRAND	AZ.6.RL.	Reading Standards for Literature
CONCEPT / STANDARD		Craft and Structure
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.RL.5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
STRAND	AZ.6.RL.	Reading Standards for Literature
CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.RL.10.	By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 6.
STRAND	AZ.6.W.	Writing Standards
CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.W.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.)
STRAND	AZ.6.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.SL.1.	Engage effectively in a range of collaborative discussions (onellonlone, in groups, and teacherlied) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

OBJECTIVE / GRADE LEVEL EXPECTATION	6.SL.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.SL.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.SL.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.SL.1.d.	Review the key ideas expressed, draw conclusions, and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
STRAND	AZ.6.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Presentation of Knowledge and Ideas
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.SL.4.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
STRAND	AZ.6.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.L.4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE / PROFICIENCY	6.L.4.b.	
OBJECTIVE / PROFICIENCY LEVEL  OBJECTIVE / GRADE LEVEL		based on grade 6 reading and content, choosing flexibly from a range of strategies.  Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in
OBJECTIVE / PROFICIENCY LEVEL  OBJECTIVE / GRADE LEVEL EXPECTATION  OBJECTIVE / GRADE LEVEL	6.L.4.b.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE / PROFICIENCY LEVEL  OBJECTIVE / GRADE LEVEL EXPECTATION  OBJECTIVE / GRADE LEVEL EXPECTATION	6.L.4.b. 6.L.4.d.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.  Verify the preliminary determination of the meaning of a word or phrase.

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

# **Arizona's College and Career Ready Standards**

		Grade <b>6</b> - Adopted: <b>2016</b>
STRAND	AZ.6.RL.	Reading Standards for Literature
CONCEPT / STANDARD		Key Ideas and Details
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.RL.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.RL.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.RL.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.
STRAND	AZ.6.RL.	Reading Standards for Literature
CONCEPT / STANDARD		Craft and Structure
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.RL.5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
STRAND	AZ.6.RL.	Reading Standards for Literature
CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.RL.10.	By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 6.
STRAND	AZ.6.W.	Writing Standards
CONCEPT / STANDARD		Text Types and Purposes
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well@structured event sequences.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.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.

OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.3.e.	Provide a conclusion that follows from the narrated experiences or events.
STRAND	AZ.6.W.	Writing Standards
CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Gradelspecific expectations for writing types are defined in standards 1–3 above.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.W.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.)
STRAND	AZ.6.W.	Writing Standards
CONCEPT / STANDARD		Range of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.W.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.
STRAND	AZ.6.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.SL.1.	Engage effectively in a range of collaborative discussions (onellonlone, in groups, and teacherlied) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.SL.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.SL.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.SL.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.SL.1.d.	Review the key ideas expressed, draw conclusions, and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

STRAND	AZ.6.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.L.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
OBJECTIVE / GRADE LEVEL EXPECTATION	6.L.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.
STRAND	AZ.6.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.L.4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.L.4.b.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.L.4.c.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase.
STRAND	AZ.6.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.L.6.	Acquire and use accurately grade appropriate general academic and domain specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

## **Arizona's College and Career Ready Standards**

Grade <b>6</b> - Adopted: <b>2016</b>			
STRAND	AZ.6.RL.	Reading Standards for Literature	
CONCEPT / STANDARD		Key Ideas and Details	

PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.RL.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.RL.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.RL.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.
STRAND	AZ.6.RL.	Reading Standards for Literature
CONCEPT / STANDARD		Craft and Structure
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.RL.5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
STRAND	AZ.6.RL.	Reading Standards for Literature
CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.RL.10.	By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 6.
STRAND	AZ.6.W.	Writing Standards
CONCEPT / STANDARD		Text Types and Purposes
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well@structured event sequences.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

STRAND	AZ.6.W.	Writing Standards
CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.W.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.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.W.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.)
STRAND	AZ.6.W.	Writing Standards
CONCEPT / STANDARD		Range of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.W.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.
STRAND	AZ.6.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.SL.1.	Engage effectively in a range of collaborative discussions (onellonlone, in groups, and teacherlied) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.SL.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.SL.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.SL.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.SL.1.d.	Review the key ideas expressed, draw conclusions, and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
STRAND	AZ.6.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
	6.L.1.	Demonstrate command of the conventions of Standard English grammar and usage

OBJECTIVE / GRADE LEVEL EXPECTATION	6.L.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
OBJECTIVE / GRADE LEVEL EXPECTATION	6.L.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.
STRAND	AZ.6.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.L.4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.L.4.b.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.L.4.c.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase.
STRAND	AZ.6.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.L.6.	Acquire and use accurately grade@appropriate general academic and domain@specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

## **Arizona's College and Career Ready Standards**

		Grade <b>6</b> - Adopted: <b>2016</b>
STRAND	AZ.6.RL.	Reading Standards for Literature
CONCEPT / STANDARD		Key Ideas and Details
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.RL.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.RL.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.RL.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.
STRAND	AZ.6.RL.	Reading Standards for Literature
CONCEPT / STANDARD		Craft and Structure
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.RL.5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
STRAND	AZ.6.RL.	Reading Standards for Literature
CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.RL.10.	By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 6.
STRAND	AZ.6.W.	Writing Standards
CONCEPT / STANDARD	AZ.6.W.	Writing Standards  Text Types and Purposes
CONCEPT /	AZ.6.W.	
CONCEPT / STANDARD  PERFORMANCE OBJECTIVE / PROFICIENCY		Text Types and Purposes  Write narratives to develop real or imagined experiences or events using effective
CONCEPT / STANDARD  PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL  OBJECTIVE / GRADE LEVEL	6.W.3.	Text Types and Purposes  Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well@structured event sequences.  Engage and orient the reader by establishing a context and introducing a narrator and/or
CONCEPT / STANDARD  PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL  OBJECTIVE / GRADE LEVEL EXPECTATION  OBJECTIVE / GRADE LEVEL	<b>6.W.3</b> .	Text Types and Purposes  Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well@structured event sequences.  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.  Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from
CONCEPT / STANDARD  PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL  OBJECTIVE / GRADE LEVEL EXPECTATION  OBJECTIVE / GRADE LEVEL EXPECTATION  OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.3.a. 6.W.3.c.	Text Types and Purposes  Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well@structured event sequences.  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.  Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.  Use precise words and phrases, relevant descriptive details, and sensory language to convey
CONCEPT / STANDARD  PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL  OBJECTIVE / GRADE LEVEL EXPECTATION  OBJECTIVE / GRADE LEVEL EXPECTATION  OBJECTIVE / GRADE LEVEL EXPECTATION  OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.3.a. 6.W.3.c. 6.W.3.d.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well@structured event sequences.  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.  Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.  Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
CONCEPT / STANDARD  PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL  OBJECTIVE / GRADE LEVEL EXPECTATION  OBJECTIVE / GRADE LEVEL EXPECTATION  OBJECTIVE / GRADE LEVEL EXPECTATION  OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.3.a. 6.W.3.c. 6.W.3.d.	Text Types and Purposes  Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well structured event sequences.  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.  Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.  Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.  Provide a conclusion that follows from the narrated experiences or events.

PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.W.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.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.W.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.)
STRAND	AZ.6.W.	Writing Standards
CONCEPT / STANDARD		Range of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.W.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.
STRAND	AZ.6.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANCE OBJECTIVE I PROFICIENCY LEVEL	6.SL.1.	Engage effectively in a range of collaborative discussions (onellonllone, in groups, and teacherlled) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.SL.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.SL.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.SL.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.SL.1.d.	Review the key ideas expressed, draw conclusions, and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
STRAND	AZ.6.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.L.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

OBJECTIVE / GRADE LEVEL EXPECTATION	6.L.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.
STRAND	AZ.6.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.L.4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.L.4.b.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.L.4.c.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase.
STRAND	AZ.6.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.L.6.	Acquire and use accurately grade appropriate general academic and domain specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

## **Arizona's College and Career Ready Standards**

Grade <b>6</b> - Adopted: <b>2016</b>		
STRAND	AZ.6.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Key Ideas and Details
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.RI.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.RI.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgements.

PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.RI.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and developed in a text (e.g., through examples or anecdotes).
STRAND	AZ.6.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Craft and Structure
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
STRAND	AZ.6.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Integration of Knowledge and Ideas
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.RI.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
STRAND	AZ.6.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.RI.10.	By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade 6.
STRAND	AZ.6.W.	Writing Standards
CONCEPT / STANDARD		Text Types and Purposes
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
OBJECTIVE /	6.W.2.d.	Use precise language and domain specific vocabulary to inform about or explain the topic.

OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.
STRAND	AZ.6.W.	Writing Standards
CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.W.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.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.W.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.)
STRAND	AZ.6.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.9.b.	Apply grade 6 Reading standards to informational text and nonfiction.
STRAND	AZ.6.W.	Writing Standards
CONCEPT / STANDARD		Range of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.W.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.
STRAND	AZ.6.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.SL.1.	Engage effectively in a range of collaborative discussions (onellonlone, in groups, and teacherlied) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.SL.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.SL.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

OBJECTIVE / GRADE LEVEL EXPECTATION	6.SL.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.SL.1.d.	Review the key ideas expressed, draw conclusions, and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
STRAND	AZ.6.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.L.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
OBJECTIVE / GRADE LEVEL EXPECTATION	6.L.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.
STRAND	AZ.6.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.L.4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.L.4.b.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase.
STRAND	AZ.6.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.L.6.	Acquire and use accurately grade appropriate general academic and domain specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Lesson 10: Unit 4 Summarizing a Reference, p. 83-90

# **Arizona's College and Career Ready Standards**

		Grade 6 - Adopted: 2016
STRAND	AZ.6.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Key Ideas and Details
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.RI.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.RI.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgements.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.RI.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and developed in a text (e.g., through examples or anecdotes).
STRAND	AZ.6.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Craft and Structure
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
STRAND	AZ.6.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Integration of Knowledge and Ideas
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.RI.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
STRAND	AZ.6.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.RI.10.	By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade 6.
STRAND	AZ.6.W.	Writing Standards
CONCEPT / STANDARD		Text Types and Purposes
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.2.d.	Use precise language and domain[specific vocabulary to inform about or explain the topic.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.
STRAND	AZ.6.W.	Writing Standards
CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.W.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.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.W.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.)
STRAND	AZ.6.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.9.b.	Apply grade 6 Reading standards to informational text and nonfiction.
STRAND	AZ.6.W.	Writing Standards
CONCEPT / STANDARD		Range of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.W.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.

STRAND	AZ.6.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.SL.1.	Engage effectively in a range of collaborative discussions (onellonlone, in groups, and teacherlied) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.SL.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.SL.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.SL.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.SL.1.d.	Review the key ideas expressed, draw conclusions, and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
STRAND	AZ.6.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.L.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
OBJECTIVE / GRADE LEVEL EXPECTATION	6.L.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.
STRAND	AZ.6.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.L.4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.L.4.b.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.L.4.c.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

OBJECTIVE / GRADE LEVEL EXPECTATION	6.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase.
STRAND	AZ.6.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.L.6.	Acquire and use accurately grade appropriate general academic and domain specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

## **Arizona's College and Career Ready Standards**

Grade 6 - Adopted: 2016		
STRAND	AZ.6.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Key Ideas and Details
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.RI.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.RI.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgements.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.RI.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and developed in a text (e.g., through examples or anecdotes).
STRAND	AZ.6.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Craft and Structure
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
STRAND	AZ.6.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Integration of Knowledge and Ideas

PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.RI.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
STRAND	AZ.6.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.RI.10.	By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade 6.
STRAND	AZ.6.W.	Writing Standards
CONCEPT / STANDARD		Text Types and Purposes
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.2.d.	Use precise language and domain specific vocabulary to inform about or explain the topic.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.
STRAND	AZ.6.W.	Writing Standards
CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.W.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.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.W.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.)

STRAND	AZ.6.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.9.b.	Apply grade 6 Reading standards to informational text and nonfiction.
STRAND	AZ.6.W.	Writing Standards
CONCEPT / STANDARD		Range of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.W.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.
STRAND	AZ.6.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.SL.1.	Engage effectively in a range of collaborative discussions (onellonlone, in groups, and teacherlied) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.SL.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.SL.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.SL.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.SL.1.d.	Review the key ideas expressed, draw conclusions, and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
STRAND	AZ.6.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.L.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

OBJECTIVE / GRADE LEVEL EXPECTATION	6.L.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.
STRAND	AZ.6.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.L.4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.L.4.b.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.L.4.c.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase.
STRAND	AZ.6.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.L.6.	Acquire and use accurately grade@appropriate general academic and domain@specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

## **Arizona's College and Career Ready Standards**

Grade <b>6</b> - Adopted: <b>2016</b>		
STRAND	AZ.6.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Key Ideas and Details
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.Rl.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.RI.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgements.

PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.RI.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and developed in a text (e.g., through examples or anecdotes).
STRAND	AZ.6.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Craft and Structure
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
STRAND	AZ.6.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Integration of Knowledge and Ideas
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.RI.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
STRAND	AZ.6.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.RI.10.	By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade 6.
STRAND	AZ.6.W.	Writing Standards
CONCEPT / STANDARD		Text Types and Purposes
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
OBJECTIVE /	6.W.2.d.	Use precise language and domain specific vocabulary to inform about or explain the topic.

OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.
STRAND	AZ.6.W.	Writing Standards
CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.W.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.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.W.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.)
STRAND	AZ.6.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.9.b.	Apply grade 6 Reading standards to informational text and nonfiction.
STRAND	AZ.6.W.	Writing Standards
CONCEPT / STANDARD		Range of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.W.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.
STRAND	AZ.6.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.SL.1.	Engage effectively in a range of collaborative discussions (onellonlone, in groups, and teacherlied) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.SL.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.SL.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

OBJECTIVE / GRADE LEVEL EXPECTATION	6.SL.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.SL.1.d.	Review the key ideas expressed, draw conclusions, and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
STRAND	AZ.6.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.L.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
OBJECTIVE / GRADE LEVEL EXPECTATION	6.L.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.
STRAND	AZ.6.L.	Language Standards
CONCEPT / STANDARD		Knowledge of Language
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.L.3.a.	Vary sentence patterns for meaning, reader/listener interest, and style.
STRAND	AZ.6.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.L.4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.L.4.b.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.L.4.c.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase.

STRAND	AZ.6.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.L.6.	Acquire and use accurately gradelappropriate general academic and domainlspecific 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

# Arizona's College and Career Ready Standards

Grade <b>6</b> - Adopted: <b>2016</b>		
STRAND	AZ.6.W.	Writing Standards
CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.W.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.)
STRAND	AZ.6.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.SL.1.	Engage effectively in a range of collaborative discussions (onellonllone, in groups, and teacherlled) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.SL.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.SL.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.SL.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.SL.1.d.	Review the key ideas expressed, draw conclusions, and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
STRAND	AZ.6.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Presentation of Knowledge and Ideas

PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.SL.4.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
STRAND	AZ.6.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.L.6.	Acquire and use accurately grade@appropriate general academic and domain@specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

# **Arizona's College and Career Ready Standards**

		Language Arts
		Grade <b>6</b> - Adopted: <b>2016</b>
STRAND	AZ.6.W.	Writing Standards
CONCEPT / STANDARD		Text Types and Purposes
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well@structured event sequences.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.3.e.	Provide a conclusion that follows from the narrated experiences or events.
STRAND	AZ.6.W.	Writing Standards
CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.W.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.)

PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.W.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.)
STRAND	AZ.6.W.	Writing Standards
CONCEPT / STANDARD		Range of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.W.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.
STRAND	AZ.6.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.SL.1.	Engage effectively in a range of collaborative discussions (onellonlone, in groups, and teacherlied) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.SL.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.SL.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.SL.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.SL.1.d.	Review the key ideas expressed, draw conclusions, and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
STRAND	AZ.6.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.L.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
OBJECTIVE / GRADE LEVEL EXPECTATION	6.L.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.
STRAND	AZ.6.L.	Language Standards

CONCEPT / STANDARD		Knowledge of Language
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.L.3.a.	Vary sentence patterns for meaning, reader/listener interest, and style.
STRAND	AZ.6.L.	Language Standards
STRAND  CONCEPT / STANDARD	AZ.6.L.	Language Standards  Vocabulary Acquisition and Use

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

# **Arizona's College and Career Ready Standards**

		Grade <b>6</b> - Adopted: <b>2016</b>
STRAND	AZ.6.W.	Writing Standards
CONCEPT / STANDARD		Text Types and Purposes
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well[structured event sequences.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.3.e.	Provide a conclusion that follows from the narrated experiences or events.
STRAND	AZ.6.W.	Writing Standards
CONCEPT / STANDARD		Production and Distribution of Writing

PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.W.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.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.W.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.)
STRAND	AZ.6.W.	Writing Standards
CONCEPT / STANDARD		Range of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.W.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.
STRAND	AZ.6.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANCE OBJECTIVE I PROFICIENCY LEVEL	6.SL.1.	Engage effectively in a range of collaborative discussions (onellonlone, in groups, and teacherlied) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.SL.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.SL.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.SL.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.SL.1.d.	Review the key ideas expressed, draw conclusions, and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
STRAND	AZ.6.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.L.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

OBJECTIVE / GRADE LEVEL EXPECTATION	6.L.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.
STRAND	AZ.6.L.	Language Standards
CONCEPT / STANDARD		Knowledge of Language
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.L.3.a.	Vary sentence patterns for meaning, reader/listener interest, and style.
STRAND	AZ.6.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.L.6.	Acquire and use accurately grade appropriate general academic and domain specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

# Lesson 16: Unit 6 Summarizing Multiple References, p. 135-142

# Arizona's College and Career Ready Standards

		Grade <b>6</b> - Adopted: <b>2016</b>
STRAND	AZ.6.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Key Ideas and Details
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.RI.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.Rl.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgements.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.RI.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and developed in a text (e.g., through examples or anecdotes).
STRAND	AZ.6.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Craft and Structure

PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
STRAND	AZ.6.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Integration of Knowledge and Ideas
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.RI.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
STRAND	AZ.6.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.RI.10.	By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade 6.
STRAND	AZ.6.W.	Writing Standards
CONCEPT / STANDARD		Text Types and Purposes
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
STRAND	AZ.6.W.	Writing Standards
CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.W.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.)
STRAND	AZ.6.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge

PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.W.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.W.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.
STRAND	AZ.6.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.9.b.	Apply grade 6 Reading standards to informational text and nonfiction.
STRAND	AZ.6.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.SL.1.	Engage effectively in a range of collaborative discussions (onellonlone, in groups, and teacherlied) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.SL.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.SL.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.SL.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.SL.1.d.	Review the key ideas expressed, draw conclusions, and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
STRAND	AZ.6.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.L.4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

OBJECTIVE / GRADE LEVEL EXPECTATION	6.L.4.b.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase.
STRAND	AZ.6.L.	Language Standards
STRAND  CONCEPT / STANDARD	AZ.6.L.	Language Standards  Vocabulary Acquisition and Use

## Lesson 17: Unit 6 Summarizing Multiple References, p. 143-148

# Arizona's College and Career Ready Standards

		Language Arts
		Grade 6 - Adopted: 2016
STRAND	AZ.6.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Key Ideas and Details
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.RI.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.RI.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgements.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.RI.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and developed in a text (e.g., through examples or anecdotes).
STRAND	AZ.6.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Craft and Structure
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
STRAND	AZ.6.RI.	Reading Standards for Informational Text

CONCEPT / STANDARD		Integration of Knowledge and Ideas
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.RI.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
STRAND	AZ.6.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.RI.10.	By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade 6.
STRAND	AZ.6.W.	Writing Standards
CONCEPT / STANDARD		Text Types and Purposes
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.2.d.	Use precise language and domain@specific vocabulary to inform about or explain the topic.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.
STRAND	AZ.6.W.	Writing Standards
CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Gradelspecific expectations for writing types are defined in standards 1–3 above.)

PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.W.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.)
STRAND	AZ.6.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.W.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.W.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.
STRAND	AZ.6.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.9.b.	Apply grade 6 Reading standards to informational text and nonfiction.
STRAND	AZ.6.W.	Writing Standards
CONCEPT / STANDARD		Range of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.W.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.
STRAND	AZ.6.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.SL.1.	Engage effectively in a range of collaborative discussions (one@on@one, in groups, and teacher@led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.SL.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.SL.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

OBJECTIVE / GRADE LEVEL EXPECTATION	6.SL.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.SL.1.d.	Review the key ideas expressed, draw conclusions, and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
STRAND	AZ.6.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.L.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
OBJECTIVE / GRADE LEVEL EXPECTATION	6.L.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.
STRAND	AZ.6.L.	Language Standards
CONCEPT / STANDARD		Knowledge of Language
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.L.3.a.	Vary sentence patterns for meaning, reader/listener interest, and style.
STRAND	AZ.6.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.L.4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.L.4.b.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.L.4.c.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase.

STRAND	AZ.6.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.L.6.	Acquire and use accurately grade@appropriate general academic and domain@specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

#### Lesson 18: Unit 6 Summarizing Multiple References, p. 149-166

# **Arizona's College and Career Ready Standards**

		Language Arts  Grade 6 - Adopted: 2016
STRAND	AZ.6.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Key Ideas and Details
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.RI.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.RI.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgements.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.RI.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and developed in a text (e.g., through examples or anecdotes).
STRAND	AZ.6.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Craft and Structure
PERFORMANC E OBJECTIVE / PROFICIENCY	6.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
LEVEL		
STRAND	AZ.6.RI.	Reading Standards for Informational Text
	AZ.6.RI.	Reading Standards for Informational Text  Integration of Knowledge and Ideas
STRAND CONCEPT /	<b>AZ.6.RI.</b> 6.RI.7.	

CONCEPT /		
STANDARD		Range of Reading and Level of Text Complexity
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.RI.10.	By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade 6.
STRAND	AZ.6.W.	Writing Standards
CONCEPT / STANDARD		Text Types and Purposes
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
STRAND	AZ.6.W.	Writing Standards
CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY	6.W.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.)
LEVEL		
STRAND	AZ.6.W.	Writing Standards
	AZ.6.W.	Writing Standards  Research to Build and Present Knowledge
STRAND CONCEPT /	<b>AZ.6.W.</b> 6.W.7.	
STRAND  CONCEPT / STANDARD  PERFORMANC E OBJECTIVE / PROFICIENCY		Research to Build and Present Knowledge  Conduct short research projects to answer a question, drawing on several sources and refocusing
STRAND  CONCEPT / STANDARD  PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL  PERFORMANC E OBJECTIVE / PROFICIENCY	6.W.7.	Research to Build and Present Knowledge  Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.  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
STRAND  CONCEPT / STANDARD  PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL  PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.W.7. 6.W.8.	Research to Build and Present Knowledge  Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.  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.
STRAND  CONCEPT / STANDARD  PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL  PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL  STRAND  CONCEPT /	6.W.7. 6.W.8.	Research to Build and Present Knowledge  Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.  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.  Writing Standards

OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.9.b.	Apply grade 6 Reading standards to informational text and nonfiction.
STRAND	AZ.6.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.SL.1.	Engage effectively in a range of collaborative discussions (onellonlone, in groups, and teacherled) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.SL.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.SL.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.SL.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.SL.1.d.	Review the key ideas expressed, draw conclusions, and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
STRAND	AZ.6.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
	6.L.4.	Vocabulary Acquisition and Use  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 OBJECTIVE / PROFICIENCY	<b>6.L.4.</b> b.	Determine or clarify the meaning of unknown and multiple meaning words and phrases
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL  OBJECTIVE / GRADE LEVEL		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.  Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL  OBJECTIVE / GRADE LEVEL EXPECTATION  OBJECTIVE / GRADE LEVEL	6.L.4.b.	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.  Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL  OBJECTIVE / GRADE LEVEL EXPECTATION  OBJECTIVE / GRADE LEVEL EXPECTATION	6.L.4.d.	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.  Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.  Verify the preliminary determination of the meaning of a word or phrase.

# **Arizona's College and Career Ready Standards**

		Grade <b>6</b> - Adopted: <b>2016</b>
STRAND	AZ.6.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Key Ideas and Details
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.RI.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.Rl.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgements.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.RI.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and developed in a text (e.g., through examples or anecdotes).
STRAND	AZ.6.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Craft and Structure
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
STRAND	AZ.6.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Integration of Knowledge and Ideas
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.RI.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
STRAND	AZ.6.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.RI.10.	By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade 6.
STRAND	AZ.6.W.	Writing Standards
CONCEPT / STANDARD		Text Types and Purposes

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.2.d.	Use precise language and domain@specific vocabulary to inform about or explain the topic.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.
STRAND	AZ.6.W.	Writing Standards
CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY	6.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Gradelspecific expectations for writing types are defined in standards 1–3 above.)
LEVEL		
	6.W.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.)
PERFORMANC E OBJECTIVE / PROFICIENCY	6.W.5. AZ.6.W.	needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL		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.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL  STRAND  CONCEPT /		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
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL  STRAND  CONCEPT / STANDARD  PERFORMANC E OBJECTIVE / PROFICIENCY	AZ.6.W.	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  Research to Build and Present Knowledge  Conduct short research projects to answer a question, drawing on several sources and refocusing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL  STRAND  CONCEPT / STANDARD  PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL  PERFORMANC E OBJECTIVE / PROFICIENCY	<b>AZ.6.W.</b> 6.W.7.	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  Research to Build and Present Knowledge  Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.  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

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.9.b.	Apply grade 6 Reading standards to informational text and nonfiction.
STRAND	AZ.6.W.	Writing Standards
CONCEPT / STANDARD		Range of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.W.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.
STRAND	AZ.6.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.SL.1.	Engage effectively in a range of collaborative discussions (onellonlone, in groups, and teacherlied) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.SL.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.SL.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.SL.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.SL.1.d.	Review the key ideas expressed, draw conclusions, and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
STRAND	AZ.6.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.L.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
OBJECTIVE / GRADE LEVEL EXPECTATION	6.L.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.

STRAND	AZ.6.L.	Language Standards
CONCEPT / STANDARD		Knowledge of Language
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.L.3.a.	Vary sentence patterns for meaning, reader/listener interest, and style.
STRAND	AZ.6.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.L.4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.L.4.b.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase.
STRAND	AZ.6.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.L.6.	Acquire and use accurately grade@appropriate general academic and domain@specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 20: Unit 7 Inventive Writing, p. 173-180

# **Arizona's College and Career Ready Standards**

Grade <b>6</b> - Adopted: <b>2016</b>		
STRAND	AZ.6.W.	Writing Standards
CONCEPT / STANDARD		Text Types and Purposes
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.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.

OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.2.d.	Use precise language and domain specific vocabulary to inform about or explain the topic.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.
STRAND	AZ.6.W.	Writing Standards
CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.W.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.)
PERFORMANC E OBJECTIVE / PROFICIENCY	6.W.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.)
LEVEL		Should demonstrate command of Language Standards 1–5 up to and including grade 6.)
	AZ.6.W.	Writing Standards
LEVEL	AZ.6.W.	
STRAND CONCEPT /	<b>AZ.6.W.</b> 6.W.10.	Writing Standards
STRAND  CONCEPT / STANDARD  PERFORMANC E OBJECTIVE / PROFICIENCY		Writing Standards  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 disciplinespecific tasks, purposes, and
STRAND  CONCEPT / STANDARD  PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.W.10.	Writing Standards  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.
STRAND  CONCEPT / STANDARD  PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL  STRAND  CONCEPT /	6.W.10.	Writing Standards  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
STRAND  CONCEPT / STANDARD  PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL  STRAND  CONCEPT / STANDARD  PERFORMANCE OBJECTIVE / PROFICIENCY	6.W.10. AZ.6.SL.	Writing Standards  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

OBJECTIVE / GRADE LEVEL EXPECTATION	6.SL.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.SL.1.d.	Review the key ideas expressed, draw conclusions, and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
STRAND	AZ.6.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.L.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
OBJECTIVE / GRADE LEVEL EXPECTATION	6.L.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.
STRAND	AZ.6.L.	Language Standards
CONCEPT / STANDARD		Knowledge of Language
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.L.3.a.	Vary sentence patterns for meaning, reader/listener interest, and style.
STRAND	AZ.6.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.L.6.	Acquire and use accurately grade appropriate general academic and domain specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Lesson 21: Unit 7 Inventive Writing, p. 181-190

# **Arizona's College and Career Ready Standards**

Grade 6 - Adopted: 2016			
STRAND	AZ.6.W.	Writing Standards	
CONCEPT / STANDARD		Text Types and Purposes	

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.2.d.	Use precise language and domain specific vocabulary to inform about or explain the topic.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.
STRAND	AZ.6.W.	Writing Standards
CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.W.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.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.W.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.)
STRAND	AZ.6.W.	Writing Standards
CONCEPT / STANDARD		Range of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.W.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.
STRAND	AZ.6.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANCE OBJECTIVE /	6.SL.1.	Engage effectively in a range of collaborative discussions (onellonlone, in groups, and teacherled) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
PROFICIENCY LEVEL		others radas and expressing their standard.

OBJECTIVE / GRADE LEVEL EXPECTATION	6.SL.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.SL.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.SL.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.SL.1.d.	Review the key ideas expressed, draw conclusions, and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
STRAND	AZ.6.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.L.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
OBJECTIVE / GRADE LEVEL EXPECTATION	6.L.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.
STRAND	AZ.6.L.	Language Standards
CONCEPT / STANDARD		Knowledge of Language
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.L.3.a.	Vary sentence patterns for meaning, reader/listener interest, and style.
STRAND	AZ.6.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.L.6.	Acquire and use accurately grade@appropriate general academic and domain@specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

# **Arizona's College and Career Ready Standards**

		Grade <b>6</b> - Adopted: <b>2016</b>
STRAND	AZ.6.W.	Writing Standards
CONCEPT / STANDARD		Text Types and Purposes
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.2.d.	Use precise language and domain@specific vocabulary to inform about or explain the topic.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.
STRAND	AZ.6.W.	Writing Standards
CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.W.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.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.W.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.)
STRAND	AZ.6.W.	Writing Standards
CONCEPT / STANDARD		Range of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.W.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.

STRAND	AZ.6.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.SL.1.	Engage effectively in a range of collaborative discussions (onellonlone, in groups, and teacherlied) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.SL.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.SL.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.SL.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.SL.1.d.	Review the key ideas expressed, draw conclusions, and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
STRAND	AZ.6.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
OBJECTIVE / PROFICIENCY	6.L.1.d.	
OBJECTIVE / PROFICIENCY LEVEL  OBJECTIVE / GRADE LEVEL		when writing or speaking.
OBJECTIVE / PROFICIENCY LEVEL  OBJECTIVE / GRADE LEVEL EXPECTATION  OBJECTIVE / GRADE LEVEL	6.L.1.d.	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
OBJECTIVE / PROFICIENCY LEVEL  OBJECTIVE / GRADE LEVEL EXPECTATION  OBJECTIVE / GRADE LEVEL EXPECTATION	6.L.1.d. 6.L.1.e.	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.
OBJECTIVE / PROFICIENCY LEVEL  OBJECTIVE / GRADE LEVEL EXPECTATION  OBJECTIVE / GRADE LEVEL EXPECTATION  STRAND  CONCEPT /	6.L.1.d. 6.L.1.e.	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
OBJECTIVE / PROFICIENCY LEVEL  OBJECTIVE / GRADE LEVEL EXPECTATION  OBJECTIVE / GRADE LEVEL EXPECTATION  STRAND  CONCEPT / STANDARD  PERFORMANCE OBJECTIVE / PROFICIENCY	6.L.1.d. 6.L.1.e.	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
OBJECTIVE / PROFICIENCY LEVEL  OBJECTIVE / GRADE LEVEL EXPECTATION  OBJECTIVE / GRADE LEVEL EXPECTATION  STRAND  CONCEPT / STANDARD  PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL  OBJECTIVE / GRADE LEVEL	6.L.1.d. 6.L.1.e. 6.L.3.	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 listening.

PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL 6.L.6.

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

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

## **Arizona's College and Career Ready Standards**

		Grade <b>6</b> - Adopted: <b>2016</b>
STRAND	AZ.6.W.	Writing Standards
CONCEPT / STANDARD		Text Types and Purposes
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.2.d.	Use precise language and domain specific vocabulary to inform about or explain the topic.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.
STRAND	AZ.6.W.	Writing Standards
CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Gradelspecific expectations for writing types are defined in standards 1–3 above.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.W.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.)
STRAND	AZ.6.W.	Writing Standards

CONCEPT / STANDARD		Range of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.W.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.
STRAND	AZ.6.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.SL.1.	Engage effectively in a range of collaborative discussions (onellonlone, in groups, and teacherlied) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.SL.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.SL.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.SL.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.SL.1.d.	Review the key ideas expressed, draw conclusions, and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
STRAND	AZ.6.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.L.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
OBJECTIVE / GRADE LEVEL EXPECTATION	6.L.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.
STRAND	AZ.6.L.	Language Standards
CONCEPT / STANDARD		Knowledge of Language
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

OBJECTIVE / GRADE LEVEL EXPECTATION	6.L.3.a.	Vary sentence patterns for meaning, reader/listener interest, and style.
STRAND	AZ.6.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.L.6.	Acquire and use accurately grade@appropriate general academic and domain@specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

# **Arizona's College and Career Ready Standards**

		Language Arts
		Grade <b>6</b> - Adopted: <b>2016</b>
STRAND	AZ.6.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Key Ideas and Details
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.RI.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.RI.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgements.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.RI.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and developed in a text (e.g., through examples or anecdotes).
STRAND	AZ.6.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Craft and Structure
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
STRAND	AZ.6.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Integration of Knowledge and Ideas

PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.RI.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
STRAND	AZ.6.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.RI.10.	By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade 6.
STRAND	AZ.6.W.	Writing Standards
CONCEPT / STANDARD		Text Types and Purposes
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.2.d.	Use precise language and domain specific vocabulary to inform about or explain the topic.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.
STRAND	AZ.6.W.	Writing Standards
CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.W.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.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.W.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.)

STRAND	AZ.6.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.9.b.	Apply grade 6 Reading standards to informational text and nonfiction.
STRAND	AZ.6.W.	Writing Standards
CONCEPT / STANDARD		Range of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.W.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.
STRAND	AZ.6.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.SL.1.	Engage effectively in a range of collaborative discussions (onellonlone, in groups, and teacherlied) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.SL.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.SL.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.SL.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.SL.1.d.	Review the key ideas expressed, draw conclusions, and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
STRAND	AZ.6.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.L.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

OBJECTIVE / GRADE LEVEL EXPECTATION	6.L.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.
STRAND	AZ.6.L.	Language Standards
CONCEPT / STANDARD		Knowledge of Language
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.L.3.a.	Vary sentence patterns for meaning, reader/listener interest, and style.
STRAND	AZ.6.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.L.4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.L.4.b.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase.
STRAND	AZ.6.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.L.6.	Acquire and use accurately grade appropriate general academic and domain specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

# Arizona's College and Career Ready Standards

		Grade <b>6</b> - Adopted: <b>2016</b>
STRAND	AZ.6.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Key Ideas and Details

PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.RI.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.RI.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgements.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.RI.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and developed in a text (e.g., through examples or anecdotes).
STRAND	AZ.6.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Craft and Structure
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
STRAND	AZ.6.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Integration of Knowledge and Ideas
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.RI.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
STRAND	AZ.6.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.RI.10.	By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade 6.
STRAND	AZ.6.W.	Writing Standards
CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.W.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.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.W.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.)

STRAND	AZ.6.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.W.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.W.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.
STRAND	AZ.6.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.9.b.	Apply grade 6 Reading standards to informational text and nonfiction.
STRAND	AZ.6.W.	Writing Standards
CONCEPT / STANDARD		Range of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.W.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.
STRAND	AZ.6.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.SL.1.	Engage effectively in a range of collaborative discussions (onellonlone, in groups, and teacherlied) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.SL.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.SL.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.SL.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.

OBJECTIVE / GRADE LEVEL EXPECTATION	6.SL.1.d.	Review the key ideas expressed, draw conclusions, and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
STRAND	AZ.6.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE I PROFICIENCY LEVEL	6.L.4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.L.4.b.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase.
STRAND	AZ.6.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.L.6.	Acquire and use accurately grade@appropriate general academic and domain@specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

# **Arizona's College and Career Ready Standards**

		Grade <b>6</b> - Adopted: <b>2016</b>
STRAND	AZ.6.W.	Writing Standards
CONCEPT / STANDARD		Text Types and Purposes
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.

OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.2.d.	Use precise language and domain@specific vocabulary to inform about or explain the topic.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.
STRAND	AZ.6.W.	Writing Standards
CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.W.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.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.W.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.)
STRAND	AZ.6.W.	Writing Standards
CONCEPT / STANDARD		Range of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.W.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.
STRAND	AZ.6.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.SL.1.	Engage effectively in a range of collaborative discussions (onellonlone, in groups, and teacherlied) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.SL.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.SL.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.SL.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.SL.1.d.	Review the key ideas expressed, draw conclusions, and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

STRAND	AZ.6.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.L.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
OBJECTIVE / GRADE LEVEL EXPECTATION	6.L.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.
STRAND	AZ.6.L.	Language Standards
CONCEPT / STANDARD		Knowledge of Language
PERFORMANCE OBJECTIVE I PROFICIENCY LEVEL	6.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.L.3.a.	Vary sentence patterns for meaning, reader/listener interest, and style.
STRAND	AZ.6.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.L.6.	Acquire and use accurately grade@appropriate general academic and domain@specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

## **Arizona's College and Career Ready Standards**

		Grade 6 - Adopted: 2016
STRAND	AZ.6.RL.	Reading Standards for Literature
CONCEPT / STANDARD		Key Ideas and Details
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.RL.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.RL.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.RL.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.
STRAND	AZ.6.RL.	Reading Standards for Literature
CONCEPT / STANDARD		Craft and Structure
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.RL.5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
STRAND	AZ.6.RL.	Reading Standards for Literature
CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.RL.10.	By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 6.
STRAND	AZ.6.W.	Writing Standards
CONCEPT / STANDARD	AZ.6.W.	Writing Standards  Text Types and Purposes
CONCEPT /	AZ.6.W.	
CONCEPT / STANDARD  PERFORMANCE OBJECTIVE / PROFICIENCY		Text Types and Purposes  Write informative/explanatory texts to examine a topic and convey ideas, concepts, and
CONCEPT / STANDARD  PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL  OBJECTIVE / GRADE LEVEL	6.W.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.  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
CONCEPT / STANDARD  PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL  OBJECTIVE / GRADE LEVEL EXPECTATION  OBJECTIVE / GRADE LEVEL	<b>6.W.2.</b> 6.W.2.a.	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.  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
CONCEPT / STANDARD  PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL  OBJECTIVE / GRADE LEVEL EXPECTATION  OBJECTIVE / GRADE LEVEL EXPECTATION  OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.2.a. 6.W.2.b.	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.  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.

STRAND	AZ.6.W.	Writing Standards
CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.W.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.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.W.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.)
STRAND	AZ.6.W.	Writing Standards
CONCEPT / STANDARD		Range of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.W.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.
STRAND	AZ.6.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.SL.1.	Engage effectively in a range of collaborative discussions (onellonlone, in groups, and teacherlied) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.SL.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.SL.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.SL.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.SL.1.d.	Review the key ideas expressed, draw conclusions, and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
STRAND	AZ.6.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

OBJECTIVE / GRADE LEVEL EXPECTATION	6.L.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
OBJECTIVE / GRADE LEVEL EXPECTATION	6.L.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.
STRAND	AZ.6.L.	Language Standards
CONCEPT / STANDARD		Knowledge of Language
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.L.3.a.	Vary sentence patterns for meaning, reader/listener interest, and style.
STRAND	AZ.6.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.L.4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.L.4.b.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase.
STRAND	AZ.6.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.L.6.	Acquire and use accurately grade@appropriate general academic and domain@specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		Lesson 28: Unit 9 Formal Critique, p. 243-250

#### Lesson 28: Unit 9 Formal Critique, p. 243-250

# Arizona's College and Career Ready Standards

		Grade <b>6</b> - Adopted: <b>2016</b>
STRAND	AZ.6.RL.	Reading Standards for Literature
CONCEPT / STANDARD		Key Ideas and Details

PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.RL.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
STRAND	AZ.6.RL.	Reading Standards for Literature
CONCEPT / STANDARD		Craft and Structure
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.RL.5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
STRAND	AZ.6.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Key Ideas and Details
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.Rl.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.RI.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgements.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.RI.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and developed in a text (e.g., through examples or anecdotes).
STRAND	AZ.6.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Craft and Structure
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
STRAND	AZ.6.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Integration of Knowledge and Ideas
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.RI.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
STRAND	AZ.6.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Range of Reading and Level of Text Complexity

PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.RI.10.	By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade 6.
STRAND	AZ.6.W.	Writing Standards
CONCEPT / STANDARD		Text Types and Purposes
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.2.d.	Use precise language and domain specific vocabulary to inform about or explain the topic.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.
STRAND	AZ.6.W.	Writing Standards
CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.W.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.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.W.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.)
STRAND	AZ.6.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.W.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.

STRAND	AZ.6.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.9.b.	Apply grade 6 Reading standards to informational text and nonfiction.
STRAND	AZ.6.W.	Writing Standards
CONCEPT / STANDARD		Range of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.W.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.
STRAND	AZ.6.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.SL.1.	Engage effectively in a range of collaborative discussions (onellonlone, in groups, and teacherlied) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.SL.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.SL.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.SL.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.SL.1.d.	Review the key ideas expressed, draw conclusions, and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
STRAND	AZ.6.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.L.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

OBJECTIVE / GRADE LEVEL EXPECTATION	6.L.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.
STRAND	AZ.6.L.	Language Standards
CONCEPT / STANDARD		Knowledge of Language
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.L.3.a.	Vary sentence patterns for meaning, reader/listener interest, and style.
STRAND	AZ.6.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.L.4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.L.4.b.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase.
STRAND	AZ.6.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.L.6.	Acquire and use accurately gradeDappropriate general academic and domainDspecific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 29: Unit 9 Formal Critique, p. 251-260

# Arizona's College and Career Ready Standards

Grade 6 - Adopted: 2016		
STRAND	AZ.6.RL.	Reading Standards for Literature
CONCEPT / STANDARD		Key Ideas and Details

PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.RL.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.RL.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.RL.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.
STRAND	AZ.6.RL.	Reading Standards for Literature
CONCEPT / STANDARD		Craft and Structure
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.RL.5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
STRAND	AZ.6.RL.	Reading Standards for Literature
CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.RL.10.	By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 6.
STRAND	AZ.6.W.	Writing Standards
CONCEPT / STANDARD		Text Types and Purposes
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
OBJECTIVE /	6.W.2.d.	Use precise language and domain@specific vocabulary to inform about or explain the topic.

OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.
STRAND	AZ.6.W.	Writing Standards
CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.W.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.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.W.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.)
STRAND	AZ.6.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.W.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.
STRAND	AZ.6.W.	With a great site.
STRAND	AZ.O.VV.	Writing Standards
CONCEPT / STANDARD	AZ.0.W.	Range of Writing
CONCEPT /	6.W.10.	
CONCEPT / STANDARD  PERFORMANC E OBJECTIVE / PROFICIENCY		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
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.W.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.
CONCEPT / STANDARD  PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL  STRAND  CONCEPT /	6.W.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
CONCEPT / STANDARD  PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL  STRAND  CONCEPT / STANDARD  PERFORMANCE OBJECTIVE / PROFICIENCY	6.W.10. AZ.6.SL.	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
CONCEPT / STANDARD  PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL  STRAND  CONCEPT / STANDARD  PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL  OBJECTIVE / GRADE LEVEL	6.W.10.  AZ.6.SL.  6.SL.1.	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 others' ideas and expressing their own clearly.  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

OBJECTIVE / GRADE LEVEL EXPECTATION	6.SL.1.d.	Review the key ideas expressed, draw conclusions, and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
STRAND	AZ.6.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.L.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
OBJECTIVE / GRADE LEVEL EXPECTATION	6.L.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.
STRAND	AZ.6.L.	Language Standards
CONCEPT / STANDARD		Knowledge of Language
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.L.3.a.	Vary sentence patterns for meaning, reader/listener interest, and style.
STRAND	AZ.6.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE	6.L.4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases
OBJECTIVE / PROFICIENCY LEVEL		based on grade 6 reading and content, choosing flexibly from a range of strategies.
PROFICIENCY	6.L.4.b.	
PROFICIENCY LEVEL  OBJECTIVE / GRADE LEVEL		based on grade 6 reading and content, choosing flexibly from a range of strategies.  Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in
OBJECTIVE / GRADE LEVEL EXPECTATION  OBJECTIVE / GRADE LEVEL	6.L.4.b.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL

STANDARD

6.L.6.

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

### Lesson 30: Unit 9 Formal Critique, p. 261-267

### **Arizona's College and Career Ready Standards**

		Crede C. Adented 2010
		Grade <b>6</b> - Adopted: <b>2016</b>
STRAND	AZ.6.RL.	Reading Standards for Literature
CONCEPT / STANDARD		Key Ideas and Details
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.RL.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
STRAND	AZ.6.RL.	Reading Standards for Literature
CONCEPT / STANDARD		Craft and Structure
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.RL.5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
STRAND	AZ.6.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Key Ideas and Details
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.RI.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.RI.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgements.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.RI.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and developed in a text (e.g., through examples or anecdotes).
STRAND	AZ.6.RI.	Reading Standards for Informational Text
CONCEPT /		Craft and Structure

PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
STRAND	AZ.6.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Integration of Knowledge and Ideas
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.RI.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
STRAND	AZ.6.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.RI.10.	By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade 6.
STRAND	AZ.6.W.	Writing Standards
CONCEPT / STANDARD		Text Types and Purposes
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.2.d.	Use precise language and domain specific vocabulary to inform about or explain the topic.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.
STRAND	AZ.6.W.	Writing Standards
CONCEPT /		Production and Distribution of Writing

PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.W.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.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.W.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.)
STRAND	AZ.6.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.W.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.
STRAND	AZ.6.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.9.b.	Apply grade 6 Reading standards to informational text and nonfiction.
STRAND	AZ.6.W.	Writing Standards
CONCEPT / STANDARD		Range of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.W.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.
STRAND	AZ.6.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.SL.1.	Engage effectively in a range of collaborative discussions (onellonlone, in groups, and teacherlied) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.SL.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.SL.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

OBJECTIVE / GRADE LEVEL EXPECTATION	6.SL.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.SL.1.d.	Review the key ideas expressed, draw conclusions, and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
STRAND	AZ.6.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.L.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
OBJECTIVE / GRADE LEVEL EXPECTATION	6.L.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.
STRAND	AZ.6.L.	Language Standards
CONCEPT / STANDARD		Knowledge of Language
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.L.3.a.	Vary sentence patterns for meaning, reader/listener interest, and style.
STRAND	AZ.6.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.L.4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.L.4.b.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase.
STRAND	AZ.6.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use

PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL 6.L.6.

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