

# 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

#### Grade 6 - Adopted: 2016

#### STRAND AZ.6.RI. Reading Standards for Informational Text

| CONCEPT / STANDARD                        |         | Key Ideas and Details                                                                                                                                             |
|-------------------------------------------|---------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| PERFORMANCE 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.                                             |
| PERFORMANCE 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 judgments. |
| PERFORMANCE 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                                                                                                               |
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| PERFORMANCE 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                                                                                                                                          |
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| PERFORMANCE 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 |
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| PERFORMANCE 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.                                                            |
| <b>STRAND</b>                                    | <b>AZ.6.W.</b>  | <b>Writing Standards</b>                                                                                                                                                                                                                                                        |
| <b>CONCEPT / STANDARD</b>                        |                 | <b>Production and Distribution of Writing</b>                                                                                                                                                                                                                                   |
| PERFORMANCE 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.)                                                        |
| PERFORMANCE 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.) |
| <b>STRAND</b>                                    | <b>AZ.6.W.</b>  | <b>Writing Standards</b>                                                                                                                                                                                                                                                        |
| <b>CONCEPT / STANDARD</b>                        |                 | <b>Research to Build and Present Knowledge</b>                                                                                                                                                                                                                                  |
| <b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b> | <b>6.W.9.</b>   | <b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>                                                                                                                                                                        |
| OBJECTIVE / GRADE LEVEL EXPECTATION              | 6.W.9.b.        | Apply grade 6 Reading standards to informational text and nonfiction.                                                                                                                                                                                                           |
| <b>STRAND</b>                                    | <b>AZ.6.SL.</b> | <b>Speaking and Listening Standards</b>                                                                                                                                                                                                                                         |
| <b>CONCEPT / STANDARD</b>                        |                 | <b>Comprehension and Collaboration</b>                                                                                                                                                                                                                                          |
| <b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b> | <b>6.SL.1.</b>  | <b>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.</b>                                              |
| 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.                                                                                                                                   |
| <b>STRAND</b>                                    | <b>AZ.6.SL.</b> | <b>Speaking and Listening Standards</b>                                                                                                                                                                                                                                         |

| CONCEPT / STANDARD                        |                | Presentation of Knowledge and Ideas                                                                                                                                                                                     |
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| PERFORMANCE 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. |
| <b>STRAND</b>                             | <b>AZ.6.L.</b> | <b>Language Standards</b>                                                                                                                                                                                               |

| CONCEPT / STANDARD                        |        | Vocabulary Acquisition and Use                                                                                                                                         |
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| 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. |

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| 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. |
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| OBJECTIVE / GRADE LEVEL EXPECTATION | 6.L.4.d.       | Verify the preliminary determination of the meaning of a word or phrase. |
| <b>STRAND</b>                       | <b>AZ.6.L.</b> | <b>Language Standards</b>                                                |

| CONCEPT / STANDARD                        |        | Vocabulary Acquisition and Use                                                                                                                                                                               |
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| PERFORMANCE 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: Writing from Notes, p. 19-28

## Arizona's College and Career Ready Standards

### Language Arts

Grade 6 - Adopted: 2016

| <b>STRAND</b>                             | <b>AZ.6.RI.</b> | <b>Reading Standards for Informational Text</b>                                                                                                                   |
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| CONCEPT / STANDARD                        |                 | Key Ideas and Details                                                                                                                                             |
| PERFORMANCE 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.                                             |
| PERFORMANCE 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 judgments. |

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| PERFORMANCE 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).                                                                                                                                   |
| <b>STRAND</b>                                    | <b>AZ.6.RI.</b> | <b>Reading Standards for Informational Text</b>                                                                                                                                                                                                                                     |
| <b>CONCEPT / STANDARD</b>                        |                 | <b>Craft and Structure</b>                                                                                                                                                                                                                                                          |
| PERFORMANCE 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.                                                                                                                                                   |
| <b>STRAND</b>                                    | <b>AZ.6.RI.</b> | <b>Reading Standards for Informational Text</b>                                                                                                                                                                                                                                     |
| <b>CONCEPT / STANDARD</b>                        |                 | <b>Integration of Knowledge and Ideas</b>                                                                                                                                                                                                                                           |
| PERFORMANCE 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.                                                                                                         |
| <b>STRAND</b>                                    | <b>AZ.6.RI.</b> | <b>Reading Standards for Informational Text</b>                                                                                                                                                                                                                                     |
| <b>CONCEPT / STANDARD</b>                        |                 | <b>Range of Reading and Level of Text Complexity</b>                                                                                                                                                                                                                                |
| PERFORMANCE 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.                                                                |
| <b>STRAND</b>                                    | <b>AZ.6.W.</b>  | <b>Writing Standards</b>                                                                                                                                                                                                                                                            |
| <b>CONCEPT / STANDARD</b>                        |                 | <b>Text Types and Purposes</b>                                                                                                                                                                                                                                                      |
| <b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b> | <b>6.W.2.</b>   | <b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>                                                                                                    |
| 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.                                                                                                                                                                                           |

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| OBJECTIVE /<br>GRADE LEVEL<br>EXPECTATION                    | 6.W.2.f.        | Provide a concluding statement or section that follows from the information or explanation presented.                                                                                                                                                                           |
| <b>STRAND</b>                                                | <b>AZ.6.W.</b>  | <b>Writing Standards</b>                                                                                                                                                                                                                                                        |
| <b>CONCEPT /<br/>STANDARD</b>                                |                 | <b>Production and Distribution of Writing</b>                                                                                                                                                                                                                                   |
| PERFORMANCE<br>OBJECTIVE /<br>PROFICIENCY<br>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.)                                                        |
| PERFORMANCE<br>OBJECTIVE /<br>PROFICIENCY<br>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.) |
| <b>STRAND</b>                                                | <b>AZ.6.W.</b>  | <b>Writing Standards</b>                                                                                                                                                                                                                                                        |
| <b>CONCEPT /<br/>STANDARD</b>                                |                 | <b>Research to Build and Present Knowledge</b>                                                                                                                                                                                                                                  |
| <b>PERFORMANCE<br/>OBJECTIVE /<br/>PROFICIENCY<br/>LEVEL</b> | <b>6.W.9.</b>   | <b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>                                                                                                                                                                        |
| OBJECTIVE /<br>GRADE LEVEL<br>EXPECTATION                    | 6.W.9.b.        | Apply grade 6 Reading standards to informational text and nonfiction.                                                                                                                                                                                                           |
| <b>STRAND</b>                                                | <b>AZ.6.W.</b>  | <b>Writing Standards</b>                                                                                                                                                                                                                                                        |
| <b>CONCEPT /<br/>STANDARD</b>                                |                 | <b>Range of Writing</b>                                                                                                                                                                                                                                                         |
| PERFORMANCE<br>OBJECTIVE /<br>PROFICIENCY<br>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.                                                           |
| <b>STRAND</b>                                                | <b>AZ.6.SL.</b> | <b>Speaking and Listening Standards</b>                                                                                                                                                                                                                                         |
| <b>CONCEPT /<br/>STANDARD</b>                                |                 | <b>Comprehension and Collaboration</b>                                                                                                                                                                                                                                          |
| <b>PERFORMANCE<br/>OBJECTIVE /<br/>PROFICIENCY<br/>LEVEL</b> | <b>6.SL.1.</b>  | <b>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.</b>                                              |
| OBJECTIVE /<br>GRADE LEVEL<br>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 /<br>GRADE LEVEL<br>EXPECTATION                    | 6.SL.1.b.       | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.                                                                                                                                                                |

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| OBJECTIVE /<br>GRADE LEVEL<br>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. |
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| OBJECTIVE /<br>GRADE LEVEL<br>EXPECTATION | 6.SL.1.d. | Review the key ideas expressed, draw conclusions, and demonstrate understanding of multiple perspectives through reflection and paraphrasing. |
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**STRAND**      **AZ.6.SL.**      **Speaking and Listening Standards**

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| CONCEPT /<br>STANDARD |  | Presentation of Knowledge and Ideas |
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| PERFORMANCE<br>OBJECTIVE /<br>PROFICIENCY<br>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. |
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**STRAND**      **AZ.6.L.**      **Language Standards**

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| CONCEPT /<br>STANDARD |  | Conventions of Standard English |
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| PERFORMANCE<br>OBJECTIVE /<br>PROFICIENCY<br>LEVEL | 6.L.1. | Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. |
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| OBJECTIVE /<br>GRADE LEVEL<br>EXPECTATION | 6.L.1.d. | Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). |
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| OBJECTIVE /<br>GRADE LEVEL<br>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. |
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**STRAND**      **AZ.6.L.**      **Language Standards**

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| CONCEPT /<br>STANDARD |  | Vocabulary Acquisition and Use |
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| PERFORMANCE<br>OBJECTIVE /<br>PROFICIENCY<br>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. |
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| OBJECTIVE /<br>GRADE LEVEL<br>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. |
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| OBJECTIVE /<br>GRADE LEVEL<br>EXPECTATION | 6.L.4.d. | Verify the preliminary determination of the meaning of a word or phrase. |
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**STRAND**      **AZ.6.L.**      **Language Standards**

|                       |  |                                |
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| CONCEPT /<br>STANDARD |  | Vocabulary Acquisition and Use |
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| PERFORMANCE 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 03: Unit 2: Writing from Notes, p. 29-34

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                                                                                                                                                       |
| PERFORMANCE 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.                                                       |
| PERFORMANCE 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 judgments.           |
| PERFORMANCE 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                                                                                                                                                         |
| PERFORMANCE 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                                                                                                                                          |
| PERFORMANCE 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                                                                                                                               |

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| PERFORMANCE 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.                                                                |
| <b>STRAND</b>                                    | <b>AZ.6.W.</b> | <b>Writing Standards</b>                                                                                                                                                                                                                                                            |
| <b>CONCEPT / STANDARD</b>                        |                | <b>Text Types and Purposes</b>                                                                                                                                                                                                                                                      |
| <b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b> | <b>6.W.2.</b>  | <b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>                                                                                                    |
| 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.                                                                                                                                                                               |
| <b>STRAND</b>                                    | <b>AZ.6.W.</b> | <b>Writing Standards</b>                                                                                                                                                                                                                                                            |
| <b>CONCEPT / STANDARD</b>                        |                | <b>Production and Distribution of Writing</b>                                                                                                                                                                                                                                       |
| PERFORMANCE 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.)                                                            |
| PERFORMANCE 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.)     |
| <b>STRAND</b>                                    | <b>AZ.6.W.</b> | <b>Writing Standards</b>                                                                                                                                                                                                                                                            |
| <b>CONCEPT / STANDARD</b>                        |                | <b>Research to Build and Present Knowledge</b>                                                                                                                                                                                                                                      |
| <b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b> | <b>6.W.9.</b>  | <b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>                                                                                                                                                                            |

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| OBJECTIVE /<br>GRADE LEVEL<br>EXPECTATION                | 6.W.9.b.        | Apply grade 6 Reading standards to informational text and nonfiction.                                                                                                                                                              |
| <b>STRAND</b>                                            | <b>AZ.6.W.</b>  | <b>Writing Standards</b>                                                                                                                                                                                                           |
| <b>CONCEPT /<br/>STANDARD</b>                            |                 | <b>Range of Writing</b>                                                                                                                                                                                                            |
| PERFORMANCE OBJECTIVE /<br>PROFICIENCY<br>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.              |
| <b>STRAND</b>                                            | <b>AZ.6.SL.</b> | <b>Speaking and Listening Standards</b>                                                                                                                                                                                            |
| <b>CONCEPT /<br/>STANDARD</b>                            |                 | <b>Comprehension and Collaboration</b>                                                                                                                                                                                             |
| <b>PERFORMANCE OBJECTIVE /<br/>PROFICIENCY<br/>LEVEL</b> | <b>6.SL.1.</b>  | <b>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.</b> |
| OBJECTIVE /<br>GRADE LEVEL<br>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 /<br>GRADE LEVEL<br>EXPECTATION                | 6.SL.1.b.       | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.                                                                                                                   |
| OBJECTIVE /<br>GRADE LEVEL<br>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 /<br>GRADE LEVEL<br>EXPECTATION                | 6.SL.1.d.       | Review the key ideas expressed, draw conclusions, and demonstrate understanding of multiple perspectives through reflection and paraphrasing.                                                                                      |
| <b>STRAND</b>                                            | <b>AZ.6.SL.</b> | <b>Speaking and Listening Standards</b>                                                                                                                                                                                            |
| <b>CONCEPT /<br/>STANDARD</b>                            |                 | <b>Presentation of Knowledge and Ideas</b>                                                                                                                                                                                         |
| PERFORMANCE OBJECTIVE /<br>PROFICIENCY<br>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.            |
| <b>STRAND</b>                                            | <b>AZ.6.L.</b>  | <b>Language Standards</b>                                                                                                                                                                                                          |
| <b>CONCEPT /<br/>STANDARD</b>                            |                 | <b>Conventions of Standard English</b>                                                                                                                                                                                             |
| <b>PERFORMANCE OBJECTIVE /<br/>PROFICIENCY<br/>LEVEL</b> | <b>6.L.1.</b>   | <b>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</b>                                                                                                                      |

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|-------------------------------------------|----------|------------------------------------------------------------------------------------------|
| OBJECTIVE /<br>GRADE LEVEL<br>EXPECTATION | 6.L.1.d. | Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). |
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|-------------------------------------------|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| OBJECTIVE /<br>GRADE LEVEL<br>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. |
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**STRAND**      **AZ.6.L.**      **Language Standards**

|                                                    |        |                                                                                                                                                                        |
|----------------------------------------------------|--------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CONCEPT /<br>STANDARD                              |        | Vocabulary Acquisition and Use                                                                                                                                         |
| PERFORMANCE<br>OBJECTIVE /<br>PROFICIENCY<br>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. |

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| OBJECTIVE /<br>GRADE LEVEL<br>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. |
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| OBJECTIVE /<br>GRADE LEVEL<br>EXPECTATION | 6.L.4.d. | Verify the preliminary determination of the meaning of a word or phrase. |
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**STRAND**      **AZ.6.L.**      **Language Standards**

|                                                    |        |                                                                                                                                                                                                              |
|----------------------------------------------------|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CONCEPT /<br>STANDARD                              |        | Vocabulary Acquisition and Use                                                                                                                                                                               |
| PERFORMANCE<br>OBJECTIVE /<br>PROFICIENCY<br>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: Writing from Notes, p. 35-42

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

**Language Arts**

**Grade 6 - Adopted: 2016**

**STRAND**      **AZ.6.RI.**      **Reading Standards for Informational Text**

|                       |  |                       |
|-----------------------|--|-----------------------|
| CONCEPT /<br>STANDARD |  | Key Ideas and Details |
|-----------------------|--|-----------------------|

|                                                    |         |                                                                                                                       |
|----------------------------------------------------|---------|-----------------------------------------------------------------------------------------------------------------------|
| PERFORMANCE<br>OBJECTIVE /<br>PROFICIENCY<br>LEVEL | 6.RI.1. | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
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|----------------------------------------------------|---------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| PERFORMANCE<br>OBJECTIVE /<br>PROFICIENCY<br>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 judgments. |
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| PERFORMANCE 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).                                                                                                                                   |
| <b>STRAND</b>                                    | <b>AZ.6.RI.</b> | <b>Reading Standards for Informational Text</b>                                                                                                                                                                                                                                     |
| <b>CONCEPT / STANDARD</b>                        |                 | <b>Craft and Structure</b>                                                                                                                                                                                                                                                          |
| PERFORMANCE 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.                                                                                                                                                   |
| <b>STRAND</b>                                    | <b>AZ.6.RI.</b> | <b>Reading Standards for Informational Text</b>                                                                                                                                                                                                                                     |
| <b>CONCEPT / STANDARD</b>                        |                 | <b>Integration of Knowledge and Ideas</b>                                                                                                                                                                                                                                           |
| PERFORMANCE 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.                                                                                                         |
| <b>STRAND</b>                                    | <b>AZ.6.RI.</b> | <b>Reading Standards for Informational Text</b>                                                                                                                                                                                                                                     |
| <b>CONCEPT / STANDARD</b>                        |                 | <b>Range of Reading and Level of Text Complexity</b>                                                                                                                                                                                                                                |
| PERFORMANCE 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.                                                                |
| <b>STRAND</b>                                    | <b>AZ.6.W.</b>  | <b>Writing Standards</b>                                                                                                                                                                                                                                                            |
| <b>CONCEPT / STANDARD</b>                        |                 | <b>Text Types and Purposes</b>                                                                                                                                                                                                                                                      |
| <b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b> | <b>6.W.2.</b>   | <b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>                                                                                                    |
| 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.                                                                                                                                                                                           |

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| OBJECTIVE /<br>GRADE LEVEL<br>EXPECTATION                    | 6.W.2.f.        | Provide a concluding statement or section that follows from the information or explanation presented.                                                                                                                                                                           |
| <b>STRAND</b>                                                | <b>AZ.6.W.</b>  | <b>Writing Standards</b>                                                                                                                                                                                                                                                        |
| <b>CONCEPT /<br/>STANDARD</b>                                |                 | <b>Production and Distribution of Writing</b>                                                                                                                                                                                                                                   |
| PERFORMANCE<br>OBJECTIVE /<br>PROFICIENCY<br>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.)                                                        |
| PERFORMANCE<br>OBJECTIVE /<br>PROFICIENCY<br>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.) |
| <b>STRAND</b>                                                | <b>AZ.6.W.</b>  | <b>Writing Standards</b>                                                                                                                                                                                                                                                        |
| <b>CONCEPT /<br/>STANDARD</b>                                |                 | <b>Research to Build and Present Knowledge</b>                                                                                                                                                                                                                                  |
| <b>PERFORMANCE<br/>OBJECTIVE /<br/>PROFICIENCY<br/>LEVEL</b> | <b>6.W.9.</b>   | <b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>                                                                                                                                                                        |
| OBJECTIVE /<br>GRADE LEVEL<br>EXPECTATION                    | 6.W.9.b.        | Apply grade 6 Reading standards to informational text and nonfiction.                                                                                                                                                                                                           |
| <b>STRAND</b>                                                | <b>AZ.6.W.</b>  | <b>Writing Standards</b>                                                                                                                                                                                                                                                        |
| <b>CONCEPT /<br/>STANDARD</b>                                |                 | <b>Range of Writing</b>                                                                                                                                                                                                                                                         |
| PERFORMANCE<br>OBJECTIVE /<br>PROFICIENCY<br>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.                                                           |
| <b>STRAND</b>                                                | <b>AZ.6.SL.</b> | <b>Speaking and Listening Standards</b>                                                                                                                                                                                                                                         |
| <b>CONCEPT /<br/>STANDARD</b>                                |                 | <b>Comprehension and Collaboration</b>                                                                                                                                                                                                                                          |
| <b>PERFORMANCE<br/>OBJECTIVE /<br/>PROFICIENCY<br/>LEVEL</b> | <b>6.SL.1.</b>  | <b>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.</b>                                              |
| OBJECTIVE /<br>GRADE LEVEL<br>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 /<br>GRADE LEVEL<br>EXPECTATION                    | 6.SL.1.b.       | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.                                                                                                                                                                |

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|-------------------------------------------|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------|
| OBJECTIVE /<br>GRADE LEVEL<br>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. |
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|-------------------------------------------|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------|
| OBJECTIVE /<br>GRADE LEVEL<br>EXPECTATION | 6.SL.1.d. | Review the key ideas expressed, draw conclusions, and demonstrate understanding of multiple perspectives through reflection and paraphrasing. |
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**STRAND**      **AZ.6.L.**      **Language Standards**

|                                                    |        |                                                                                                               |
|----------------------------------------------------|--------|---------------------------------------------------------------------------------------------------------------|
| CONCEPT /<br>STANDARD                              |        | <b>Conventions of Standard English</b>                                                                        |
| PERFORMANCE<br>OBJECTIVE /<br>PROFICIENCY<br>LEVEL | 6.L.1. | <b>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</b> |

|                                           |          |                                                                                          |
|-------------------------------------------|----------|------------------------------------------------------------------------------------------|
| OBJECTIVE /<br>GRADE LEVEL<br>EXPECTATION | 6.L.1.d. | Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). |
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|                                           |          |                                                                                                                                                                           |
|-------------------------------------------|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| OBJECTIVE /<br>GRADE LEVEL<br>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. |
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**STRAND**      **AZ.6.L.**      **Language Standards**

|                                                    |        |                                                                                                                                                                               |
|----------------------------------------------------|--------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CONCEPT /<br>STANDARD                              |        | <b>Vocabulary Acquisition and Use</b>                                                                                                                                         |
| PERFORMANCE<br>OBJECTIVE /<br>PROFICIENCY<br>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.</b> |

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|-------------------------------------------|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|
| OBJECTIVE /<br>GRADE LEVEL<br>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 /<br>GRADE LEVEL<br>EXPECTATION | 6.L.4.d. | Verify the preliminary determination of the meaning of a word or phrase. |
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**STRAND**      **AZ.6.L.**      **Language Standards**

|                                                    |        |                                                                                                                                                                                                              |
|----------------------------------------------------|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CONCEPT /<br>STANDARD                              |        | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                                        |
| PERFORMANCE<br>OBJECTIVE /<br>PROFICIENCY<br>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 05: Unit 3: Retelling Narrative Stories, p. 43-48

**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 (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 /<br>GRADE LEVEL<br>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 /<br>GRADE LEVEL<br>EXPECTATION | 6.SL.1.b. | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.                                                                                                 |
| OBJECTIVE /<br>GRADE LEVEL<br>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.                                                             |

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| OBJECTIVE /<br>GRADE LEVEL<br>EXPECTATION | 6.SL.1.d. | Review the key ideas expressed, draw conclusions, and demonstrate understanding of multiple perspectives through reflection and paraphrasing. |
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**STRAND**      **AZ.6.SL.**      **Speaking and Listening Standards**

|                               |  |                                            |
|-------------------------------|--|--------------------------------------------|
| <b>CONCEPT /<br/>STANDARD</b> |  | <b>Presentation of Knowledge and Ideas</b> |
|-------------------------------|--|--------------------------------------------|

|                                                     |         |                                                                                                                                                                                                                         |
|-----------------------------------------------------|---------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| PERFORMANC<br>E OBJECTIVE /<br>PROFICIENCY<br>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**

|                               |  |                                       |
|-------------------------------|--|---------------------------------------|
| <b>CONCEPT /<br/>STANDARD</b> |  | <b>Vocabulary Acquisition and Use</b> |
|-------------------------------|--|---------------------------------------|

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|--------------------------------------------------------------|---------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>PERFORMANCE<br/>OBJECTIVE /<br/>PROFICIENCY<br/>LEVEL</b> | <b>6.L.4.</b> | <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.</b> |
|--------------------------------------------------------------|---------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                           |          |                                                                                                                                                               |
|-------------------------------------------|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|
| OBJECTIVE /<br>GRADE LEVEL<br>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. |
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|                                           |          |                                                                          |
|-------------------------------------------|----------|--------------------------------------------------------------------------|
| OBJECTIVE /<br>GRADE LEVEL<br>EXPECTATION | 6.L.4.d. | Verify the preliminary determination of the meaning of a word or phrase. |
|-------------------------------------------|----------|--------------------------------------------------------------------------|

**STRAND**      **AZ.6.L.**      **Language Standards**

|                               |  |                                       |
|-------------------------------|--|---------------------------------------|
| <b>CONCEPT /<br/>STANDARD</b> |  | <b>Vocabulary Acquisition and Use</b> |
|-------------------------------|--|---------------------------------------|

|                                                     |        |                                                                                                                                                                                                              |
|-----------------------------------------------------|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| PERFORMANC<br>E OBJECTIVE /<br>PROFICIENCY<br>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 06: Unit 3: Retelling Narrative Stories, p. 49-56

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

**Language Arts**

**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 /<br>GRADE LEVEL<br>EXPECTATION                | 6.W.3.d.        | Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.                                                                                                                                                             |
| OBJECTIVE /<br>GRADE LEVEL<br>EXPECTATION                | 6.W.3.e.        | Provide a conclusion that follows from the narrated experiences or events.                                                                                                                                                                                                      |
| <b>STRAND</b>                                            | <b>AZ.6.W.</b>  | <b>Writing Standards</b>                                                                                                                                                                                                                                                        |
| <b>CONCEPT /<br/>STANDARD</b>                            |                 | <b>Production and Distribution of Writing</b>                                                                                                                                                                                                                                   |
| PERFORMANCE OBJECTIVE /<br>PROFICIENCY<br>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.)                                                        |
| PERFORMANCE OBJECTIVE /<br>PROFICIENCY<br>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.) |
| <b>STRAND</b>                                            | <b>AZ.6.W.</b>  | <b>Writing Standards</b>                                                                                                                                                                                                                                                        |
| <b>CONCEPT /<br/>STANDARD</b>                            |                 | <b>Range of Writing</b>                                                                                                                                                                                                                                                         |
| PERFORMANCE OBJECTIVE /<br>PROFICIENCY<br>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.                                                           |
| <b>STRAND</b>                                            | <b>AZ.6.SL.</b> | <b>Speaking and Listening Standards</b>                                                                                                                                                                                                                                         |
| <b>CONCEPT /<br/>STANDARD</b>                            |                 | <b>Comprehension and Collaboration</b>                                                                                                                                                                                                                                          |
| <b>PERFORMANCE OBJECTIVE /<br/>PROFICIENCY<br/>LEVEL</b> | <b>6.SL.1.</b>  | <b>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.</b>                                              |
| OBJECTIVE /<br>GRADE LEVEL<br>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 /<br>GRADE LEVEL<br>EXPECTATION                | 6.SL.1.b.       | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.                                                                                                                                                                |
| OBJECTIVE /<br>GRADE LEVEL<br>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 /<br>GRADE LEVEL<br>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. |
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**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.          |

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| 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. |
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| OBJECTIVE / GRADE LEVEL EXPECTATION | 6.L.4.d. | Verify the preliminary determination of the meaning of a word or phrase. |
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**STRAND**      **AZ.6.L.**      **Language Standards**

| CONCEPT / STANDARD                        |        | Vocabulary Acquisition and Use                                                                                                                                                                               |
|-------------------------------------------|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| PERFORMANCE 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**

**Language Arts**

Grade 6 - Adopted: 2016

**STRAND**      **AZ.6.RL.**      **Reading Standards for Literature**

| CONCEPT / STANDARD |  | Key Ideas and Details |
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| PERFORMANCE 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.                                                                                                                |
| PERFORMANCE 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.                                                           |
| PERFORMANCE 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.                                                             |
| <b>STRAND</b>                                    | <b>AZ.6.RL.</b> | <b>Reading Standards for Literature</b>                                                                                                                                                                                              |
| <b>CONCEPT / STANDARD</b>                        |                 | <b>Craft and Structure</b>                                                                                                                                                                                                           |
| PERFORMANCE 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.                                                            |
| <b>STRAND</b>                                    | <b>AZ.6.RL.</b> | <b>Reading Standards for Literature</b>                                                                                                                                                                                              |
| <b>CONCEPT / STANDARD</b>                        |                 | <b>Range of Reading and Level of Text Complexity</b>                                                                                                                                                                                 |
| PERFORMANCE 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. |
| <b>STRAND</b>                                    | <b>AZ.6.W.</b>  | <b>Writing Standards</b>                                                                                                                                                                                                             |
| <b>CONCEPT / STANDARD</b>                        |                 | <b>Text Types and Purposes</b>                                                                                                                                                                                                       |
| <b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b> | <b>6.W.3.</b>   | <b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>                                                              |
| 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 |
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| PERFORMANCE 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.) |
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| PERFORMANCE 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.) |
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**STRAND**      **AZ.6.W.**      **Writing Standards**

| CONCEPT / STANDARD |  | Range of Writing |
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| PERFORMANCE 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. |
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**STRAND**      **AZ.6.SL.**      **Speaking and Listening Standards**

| CONCEPT / STANDARD |  | Comprehension and Collaboration |
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| 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. |
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| 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. |
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| OBJECTIVE / GRADE LEVEL EXPECTATION | 6.SL.1.b. | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. |
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| 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. |
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| 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. |
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**STRAND**      **AZ.6.L.**      **Language Standards**

| CONCEPT / STANDARD |  | Conventions of Standard English |
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| PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL | 6.L.1. | Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. |
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| OBJECTIVE /<br>GRADE LEVEL<br>EXPECTATION | 6.L.1.d. | Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).                                                                                  |
| OBJECTIVE /<br>GRADE LEVEL<br>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 /<br>STANDARD                              |        | Vocabulary Acquisition and Use                                                                                                                                         |
| PERFORMANCE<br>OBJECTIVE /<br>PROFICIENCY<br>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. |

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| OBJECTIVE /<br>GRADE LEVEL<br>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. |
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| OBJECTIVE /<br>GRADE LEVEL<br>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. |
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| OBJECTIVE /<br>GRADE LEVEL<br>EXPECTATION | 6.L.4.d. | Verify the preliminary determination of the meaning of a word or phrase. |
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**STRAND**      **AZ.6.L.**      **Language Standards**

|                                                    |        |                                                                                                                                                                                                              |
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| CONCEPT /<br>STANDARD                              |        | Vocabulary Acquisition and Use                                                                                                                                                                               |
| PERFORMANCE<br>OBJECTIVE /<br>PROFICIENCY<br>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**

**Language Arts**

**Grade 6 - Adopted: 2016**

**STRAND**      **AZ.6.RL.**      **Reading Standards for Literature**

|                       |  |                       |
|-----------------------|--|-----------------------|
| CONCEPT /<br>STANDARD |  | Key Ideas and Details |
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| PERFORMANCE<br>OBJECTIVE /<br>PROFICIENCY<br>LEVEL | 6.RL.1. | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
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| PERFORMANCE 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.                                                           |
| PERFORMANCE 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.                                                             |
| <b>STRAND</b>                                    | <b>AZ.6.RL.</b> | <b>Reading Standards for Literature</b>                                                                                                                                                                                              |
| <b>CONCEPT / STANDARD</b>                        |                 | <b>Craft and Structure</b>                                                                                                                                                                                                           |
| PERFORMANCE 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.                                                            |
| <b>STRAND</b>                                    | <b>AZ.6.RL.</b> | <b>Reading Standards for Literature</b>                                                                                                                                                                                              |
| <b>CONCEPT / STANDARD</b>                        |                 | <b>Range of Reading and Level of Text Complexity</b>                                                                                                                                                                                 |
| PERFORMANCE 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. |
| <b>STRAND</b>                                    | <b>AZ.6.W.</b>  | <b>Writing Standards</b>                                                                                                                                                                                                             |
| <b>CONCEPT / STANDARD</b>                        |                 | <b>Text Types and Purposes</b>                                                                                                                                                                                                       |
| <b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b> | <b>6.W.3.</b>   | <b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>                                                              |
| 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.                                                                                                                                                           |
| <b>STRAND</b>                                    | <b>AZ.6.W.</b>  | <b>Writing Standards</b>                                                                                                                                                                                                             |
| <b>CONCEPT / STANDARD</b>                        |                 | <b>Production and Distribution of Writing</b>                                                                                                                                                                                        |

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| PERFORMANCE 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.)                                                        |
| PERFORMANCE 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.) |
| <b>STRAND</b>                                    | <b>AZ.6.W.</b>  | <b>Writing Standards</b>                                                                                                                                                                                                                                                        |
| <b>CONCEPT / STANDARD</b>                        |                 | <b>Range of Writing</b>                                                                                                                                                                                                                                                         |
| PERFORMANCE 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.                                                           |
| <b>STRAND</b>                                    | <b>AZ.6.SL.</b> | <b>Speaking and Listening Standards</b>                                                                                                                                                                                                                                         |
| <b>CONCEPT / STANDARD</b>                        |                 | <b>Comprehension and Collaboration</b>                                                                                                                                                                                                                                          |
| <b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b> | <b>6.SL.1.</b>  | <b>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.</b>                                              |
| 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.                                                                                                                                   |
| <b>STRAND</b>                                    | <b>AZ.6.L.</b>  | <b>Language Standards</b>                                                                                                                                                                                                                                                       |
| <b>CONCEPT / STANDARD</b>                        |                 | <b>Conventions of Standard English</b>                                                                                                                                                                                                                                          |
| <b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b> | <b>6.L.1.</b>   | <b>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</b>                                                                                                                                                                   |
| OBJECTIVE / GRADE LEVEL EXPECTATION              | 6.L.1.d.        | Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).                                                                                                                                                                                        |

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| OBJECTIVE /<br>GRADE LEVEL<br>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.     |
| <b>STRAND</b>                                                | <b>AZ.6.L.</b> | <b>Language Standards</b>                                                                                                                                                     |
| <b>CONCEPT /<br/>STANDARD</b>                                |                | <b>Vocabulary Acquisition and Use</b>                                                                                                                                         |
| <b>PERFORMANCE<br/>OBJECTIVE /<br/>PROFICIENCY<br/>LEVEL</b> | <b>6.L.4.</b>  | <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.</b> |

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| OBJECTIVE /<br>GRADE LEVEL<br>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. |
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| OBJECTIVE /<br>GRADE LEVEL<br>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. |
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| OBJECTIVE /<br>GRADE LEVEL<br>EXPECTATION | 6.L.4.d. | Verify the preliminary determination of the meaning of a word or phrase. |
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| <b>STRAND</b>                                                | <b>AZ.6.L.</b> | <b>Language Standards</b>                                                                                                                                                                                           |
| <b>CONCEPT /<br/>STANDARD</b>                                |                | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                                               |
| <b>PERFORMANCE<br/>OBJECTIVE /<br/>PROFICIENCY<br/>LEVEL</b> | <b>6.L.6.</b>  | <b>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.</b> |

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

## Arizona's College and Career Ready Standards

### Language Arts

#### Grade 6 - Adopted: 2016

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

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| PERFORMANCE 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).                                                                                                                                   |
| <b>STRAND</b>                                    | <b>AZ.6.RI.</b> | <b>Reading Standards for Informational Text</b>                                                                                                                                                                                                                                     |
| <b>CONCEPT / STANDARD</b>                        |                 | <b>Craft and Structure</b>                                                                                                                                                                                                                                                          |
| PERFORMANCE 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.                                                                                                                                                   |
| <b>STRAND</b>                                    | <b>AZ.6.RI.</b> | <b>Reading Standards for Informational Text</b>                                                                                                                                                                                                                                     |
| <b>CONCEPT / STANDARD</b>                        |                 | <b>Integration of Knowledge and Ideas</b>                                                                                                                                                                                                                                           |
| PERFORMANCE 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.                                                                                                         |
| <b>STRAND</b>                                    | <b>AZ.6.RI.</b> | <b>Reading Standards for Informational Text</b>                                                                                                                                                                                                                                     |
| <b>CONCEPT / STANDARD</b>                        |                 | <b>Range of Reading and Level of Text Complexity</b>                                                                                                                                                                                                                                |
| PERFORMANCE 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.                                                                |
| <b>STRAND</b>                                    | <b>AZ.6.W.</b>  | <b>Writing Standards</b>                                                                                                                                                                                                                                                            |
| <b>CONCEPT / STANDARD</b>                        |                 | <b>Text Types and Purposes</b>                                                                                                                                                                                                                                                      |
| <b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b> | <b>6.W.2.</b>   | <b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>                                                                                                    |
| 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.                                                                                                                                                                                           |

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| OBJECTIVE /<br>GRADE LEVEL<br>EXPECTATION                    | 6.W.2.f.        | Provide a concluding statement or section that follows from the information or explanation presented.                                                                                                                                                                           |
| <b>STRAND</b>                                                | <b>AZ.6.W.</b>  | <b>Writing Standards</b>                                                                                                                                                                                                                                                        |
| <b>CONCEPT /<br/>STANDARD</b>                                |                 | <b>Production and Distribution of Writing</b>                                                                                                                                                                                                                                   |
| PERFORMANCE<br>OBJECTIVE /<br>PROFICIENCY<br>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.)                                                        |
| PERFORMANCE<br>OBJECTIVE /<br>PROFICIENCY<br>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.) |
| <b>STRAND</b>                                                | <b>AZ.6.W.</b>  | <b>Writing Standards</b>                                                                                                                                                                                                                                                        |
| <b>CONCEPT /<br/>STANDARD</b>                                |                 | <b>Research to Build and Present Knowledge</b>                                                                                                                                                                                                                                  |
| <b>PERFORMANCE<br/>OBJECTIVE /<br/>PROFICIENCY<br/>LEVEL</b> | <b>6.W.9.</b>   | <b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>                                                                                                                                                                        |
| OBJECTIVE /<br>GRADE LEVEL<br>EXPECTATION                    | 6.W.9.b.        | Apply grade 6 Reading standards to informational text and nonfiction.                                                                                                                                                                                                           |
| <b>STRAND</b>                                                | <b>AZ.6.W.</b>  | <b>Writing Standards</b>                                                                                                                                                                                                                                                        |
| <b>CONCEPT /<br/>STANDARD</b>                                |                 | <b>Range of Writing</b>                                                                                                                                                                                                                                                         |
| PERFORMANCE<br>OBJECTIVE /<br>PROFICIENCY<br>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.                                                           |
| <b>STRAND</b>                                                | <b>AZ.6.SL.</b> | <b>Speaking and Listening Standards</b>                                                                                                                                                                                                                                         |
| <b>CONCEPT /<br/>STANDARD</b>                                |                 | <b>Comprehension and Collaboration</b>                                                                                                                                                                                                                                          |
| <b>PERFORMANCE<br/>OBJECTIVE /<br/>PROFICIENCY<br/>LEVEL</b> | <b>6.SL.1.</b>  | <b>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.</b>                                              |
| OBJECTIVE /<br>GRADE LEVEL<br>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 /<br>GRADE LEVEL<br>EXPECTATION                    | 6.SL.1.b.       | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.                                                                                                                                                                |

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| OBJECTIVE /<br>GRADE LEVEL<br>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 /<br>GRADE LEVEL<br>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 /<br>STANDARD                              |        | <b>Conventions of Standard English</b>                                                                        |
| PERFORMANCE<br>OBJECTIVE /<br>PROFICIENCY<br>LEVEL | 6.L.1. | <b>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</b> |

|                                           |          |                                                                                          |
|-------------------------------------------|----------|------------------------------------------------------------------------------------------|
| OBJECTIVE /<br>GRADE LEVEL<br>EXPECTATION | 6.L.1.d. | Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). |
|-------------------------------------------|----------|------------------------------------------------------------------------------------------|

|                                           |          |                                                                                                                                                                           |
|-------------------------------------------|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| OBJECTIVE /<br>GRADE LEVEL<br>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 /<br>STANDARD                              |        | <b>Vocabulary Acquisition and Use</b>                                                                                                                                         |
| PERFORMANCE<br>OBJECTIVE /<br>PROFICIENCY<br>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.</b> |

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|-------------------------------------------|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|
| OBJECTIVE /<br>GRADE LEVEL<br>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 /<br>GRADE LEVEL<br>EXPECTATION | 6.L.4.d. | Verify the preliminary determination of the meaning of a word or phrase. |
|-------------------------------------------|----------|--------------------------------------------------------------------------|

**STRAND**      **AZ.6.L.**      **Language Standards**

|                                                    |        |                                                                                                                                                                                                              |
|----------------------------------------------------|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CONCEPT /<br>STANDARD                              |        | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                                        |
| PERFORMANCE<br>OBJECTIVE /<br>PROFICIENCY<br>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 10: Unit 4 Summarizing a Reference, p. 83-90

**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 /<br>GRADE LEVEL<br>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 /<br>GRADE LEVEL<br>EXPECTATION | 6.W.2.b. | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.                                                                                                                                                                |
| OBJECTIVE /<br>GRADE LEVEL<br>EXPECTATION | 6.W.2.c. | Use appropriate transitions to clarify the relationships among ideas and concepts.                                                                                                                                                                                                  |
| OBJECTIVE /<br>GRADE LEVEL<br>EXPECTATION | 6.W.2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic.                                                                                                                                                                                           |
| OBJECTIVE /<br>GRADE LEVEL<br>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**

|                                                 |        |                                                                                                                                                                                                                                                                                 |
|-------------------------------------------------|--------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>CONCEPT /<br/>STANDARD</b>                   |        | <b>Production and Distribution of Writing</b>                                                                                                                                                                                                                                   |
| PERFORMANCE OBJECTIVE /<br>PROFICIENCY<br>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.)                                                        |
| PERFORMANCE OBJECTIVE /<br>PROFICIENCY<br>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**

|                                                          |               |                                                                                                          |
|----------------------------------------------------------|---------------|----------------------------------------------------------------------------------------------------------|
| <b>CONCEPT /<br/>STANDARD</b>                            |               | <b>Research to Build and Present Knowledge</b>                                                           |
| <b>PERFORMANCE OBJECTIVE /<br/>PROFICIENCY<br/>LEVEL</b> | <b>6.W.9.</b> | <b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b> |
| OBJECTIVE /<br>GRADE LEVEL<br>EXPECTATION                | 6.W.9.b.      | Apply grade 6 Reading standards to informational text and nonfiction.                                    |

**STRAND**      **AZ.6.W.**      **Writing Standards**

|                                                 |         |                                                                                                                                                                                                                       |
|-------------------------------------------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>CONCEPT /<br/>STANDARD</b>                   |         | <b>Range of Writing</b>                                                                                                                                                                                               |
| PERFORMANCE OBJECTIVE /<br>PROFICIENCY<br>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                        |          | 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 /<br>GRADE LEVEL<br>EXPECTATION           | 6.L.4.d.       | Verify the preliminary determination of the meaning of a word or phrase.                                                                                                                                     |
| <b>STRAND</b>                                       | <b>AZ.6.L.</b> | <b>Language Standards</b>                                                                                                                                                                                    |
| <b>CONCEPT /<br/>STANDARD</b>                       |                | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                                        |
| PERFORMANC<br>E OBJECTIVE /<br>PROFICIENCY<br>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**

**Language Arts**

Grade 6 - Adopted: 2016

|                                                     |                 |                                                                                                                                                                    |
|-----------------------------------------------------|-----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>STRAND</b>                                       | <b>AZ.6.RI.</b> | <b>Reading Standards for Informational Text</b>                                                                                                                    |
| <b>CONCEPT /<br/>STANDARD</b>                       |                 | <b>Key Ideas and Details</b>                                                                                                                                       |
| PERFORMANC<br>E OBJECTIVE /<br>PROFICIENCY<br>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<br>E OBJECTIVE /<br>PROFICIENCY<br>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<br>E OBJECTIVE /<br>PROFICIENCY<br>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).                  |
| <b>STRAND</b>                                       | <b>AZ.6.RI.</b> | <b>Reading Standards for Informational Text</b>                                                                                                                    |
| <b>CONCEPT /<br/>STANDARD</b>                       |                 | <b>Craft and Structure</b>                                                                                                                                         |
| PERFORMANC<br>E OBJECTIVE /<br>PROFICIENCY<br>LEVEL | 6.RI.4.         | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.                                  |
| <b>STRAND</b>                                       | <b>AZ.6.RI.</b> | <b>Reading Standards for Informational Text</b>                                                                                                                    |
| <b>CONCEPT /<br/>STANDARD</b>                       |                 | <b>Integration of Knowledge and Ideas</b>                                                                                                                          |

|                                                  |                 |                                                                                                                                                                                                                                                                                     |
|--------------------------------------------------|-----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| PERFORMANCE 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.                                                                                                         |
| <b>STRAND</b>                                    | <b>AZ.6.RI.</b> | <b>Reading Standards for Informational Text</b>                                                                                                                                                                                                                                     |
| <b>CONCEPT / STANDARD</b>                        |                 | <b>Range of Reading and Level of Text Complexity</b>                                                                                                                                                                                                                                |
| PERFORMANCE 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.                                                                |
| <b>STRAND</b>                                    | <b>AZ.6.W.</b>  | <b>Writing Standards</b>                                                                                                                                                                                                                                                            |
| <b>CONCEPT / STANDARD</b>                        |                 | <b>Text Types and Purposes</b>                                                                                                                                                                                                                                                      |
| <b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b> | <b>6.W.2.</b>   | <b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>                                                                                                    |
| 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.                                                                                                                                                                               |
| <b>STRAND</b>                                    | <b>AZ.6.W.</b>  | <b>Writing Standards</b>                                                                                                                                                                                                                                                            |
| <b>CONCEPT / STANDARD</b>                        |                 | <b>Production and Distribution of Writing</b>                                                                                                                                                                                                                                       |
| PERFORMANCE 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.)                                                            |
| PERFORMANCE 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. |

|                                     |          |                                                                       |
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| OBJECTIVE / GRADE LEVEL EXPECTATION | 6.W.9.b. | Apply grade 6 Reading standards to informational text and nonfiction. |
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**STRAND**      **AZ.6.W.**      **Writing Standards**

| CONCEPT / STANDARD |  | Range of Writing |
|--------------------|--|------------------|
|--------------------|--|------------------|

|                                           |         |                                                                                                                                                                                                                       |
|-------------------------------------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| PERFORMANCE 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. |
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**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. |

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| 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. |
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|                                     |           |                                                                                                                  |
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| OBJECTIVE / GRADE LEVEL EXPECTATION | 6.SL.1.b. | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. |
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| 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. |
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| 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. |
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**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. |

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| OBJECTIVE / GRADE LEVEL EXPECTATION | 6.L.1.d. | Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). |
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|--------------------------------------------------------------|----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| OBJECTIVE /<br>GRADE LEVEL<br>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.     |
| <b>STRAND</b>                                                | <b>AZ.6.L.</b> | <b>Language Standards</b>                                                                                                                                                     |
| <b>CONCEPT /<br/>STANDARD</b>                                |                | <b>Vocabulary Acquisition and Use</b>                                                                                                                                         |
| <b>PERFORMANCE<br/>OBJECTIVE /<br/>PROFICIENCY<br/>LEVEL</b> | <b>6.L.4.</b>  | <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.</b> |

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| OBJECTIVE /<br>GRADE LEVEL<br>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 /<br>GRADE LEVEL<br>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 /<br>GRADE LEVEL<br>EXPECTATION | 6.L.4.d. | Verify the preliminary determination of the meaning of a word or phrase. |
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| <b>STRAND</b>                                                | <b>AZ.6.L.</b> | <b>Language Standards</b>                                                                                                                                                                                           |
| <b>CONCEPT /<br/>STANDARD</b>                                |                | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                                               |
| <b>PERFORMANCE<br/>OBJECTIVE /<br/>PROFICIENCY<br/>LEVEL</b> | <b>6.L.6.</b>  | <b>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.</b> |

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

### Arizona's College and Career Ready Standards

#### Language Arts

#### Grade 6 - Adopted: 2016

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

|                                                  |                 |                                                                                                                                                                                                                                                                                     |
|--------------------------------------------------|-----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| PERFORMANCE 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).                                                                                                                                   |
| <b>STRAND</b>                                    | <b>AZ.6.RI.</b> | <b>Reading Standards for Informational Text</b>                                                                                                                                                                                                                                     |
| <b>CONCEPT / STANDARD</b>                        |                 | <b>Craft and Structure</b>                                                                                                                                                                                                                                                          |
| PERFORMANCE 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.                                                                                                                                                   |
| <b>STRAND</b>                                    | <b>AZ.6.RI.</b> | <b>Reading Standards for Informational Text</b>                                                                                                                                                                                                                                     |
| <b>CONCEPT / STANDARD</b>                        |                 | <b>Integration of Knowledge and Ideas</b>                                                                                                                                                                                                                                           |
| PERFORMANCE 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.                                                                                                         |
| <b>STRAND</b>                                    | <b>AZ.6.RI.</b> | <b>Reading Standards for Informational Text</b>                                                                                                                                                                                                                                     |
| <b>CONCEPT / STANDARD</b>                        |                 | <b>Range of Reading and Level of Text Complexity</b>                                                                                                                                                                                                                                |
| PERFORMANCE 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.                                                                |
| <b>STRAND</b>                                    | <b>AZ.6.W.</b>  | <b>Writing Standards</b>                                                                                                                                                                                                                                                            |
| <b>CONCEPT / STANDARD</b>                        |                 | <b>Text Types and Purposes</b>                                                                                                                                                                                                                                                      |
| <b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b> | <b>6.W.2.</b>   | <b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>                                                                                                    |
| 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.                                                                                                                                                                                           |

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| OBJECTIVE /<br>GRADE LEVEL<br>EXPECTATION                    | 6.W.2.f.        | Provide a concluding statement or section that follows from the information or explanation presented.                                                                                                                                                                           |
| <b>STRAND</b>                                                | <b>AZ.6.W.</b>  | <b>Writing Standards</b>                                                                                                                                                                                                                                                        |
| <b>CONCEPT /<br/>STANDARD</b>                                |                 | <b>Production and Distribution of Writing</b>                                                                                                                                                                                                                                   |
| PERFORMANCE<br>OBJECTIVE /<br>PROFICIENCY<br>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.)                                                        |
| PERFORMANCE<br>OBJECTIVE /<br>PROFICIENCY<br>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.) |
| <b>STRAND</b>                                                | <b>AZ.6.W.</b>  | <b>Writing Standards</b>                                                                                                                                                                                                                                                        |
| <b>CONCEPT /<br/>STANDARD</b>                                |                 | <b>Research to Build and Present Knowledge</b>                                                                                                                                                                                                                                  |
| <b>PERFORMANCE<br/>OBJECTIVE /<br/>PROFICIENCY<br/>LEVEL</b> | <b>6.W.9.</b>   | <b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>                                                                                                                                                                        |
| OBJECTIVE /<br>GRADE LEVEL<br>EXPECTATION                    | 6.W.9.b.        | Apply grade 6 Reading standards to informational text and nonfiction.                                                                                                                                                                                                           |
| <b>STRAND</b>                                                | <b>AZ.6.W.</b>  | <b>Writing Standards</b>                                                                                                                                                                                                                                                        |
| <b>CONCEPT /<br/>STANDARD</b>                                |                 | <b>Range of Writing</b>                                                                                                                                                                                                                                                         |
| PERFORMANCE<br>OBJECTIVE /<br>PROFICIENCY<br>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.                                                           |
| <b>STRAND</b>                                                | <b>AZ.6.SL.</b> | <b>Speaking and Listening Standards</b>                                                                                                                                                                                                                                         |
| <b>CONCEPT /<br/>STANDARD</b>                                |                 | <b>Comprehension and Collaboration</b>                                                                                                                                                                                                                                          |
| <b>PERFORMANCE<br/>OBJECTIVE /<br/>PROFICIENCY<br/>LEVEL</b> | <b>6.SL.1.</b>  | <b>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.</b>                                              |
| OBJECTIVE /<br>GRADE LEVEL<br>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 /<br>GRADE LEVEL<br>EXPECTATION                    | 6.SL.1.b.       | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.                                                                                                                                                                |

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| OBJECTIVE /<br>GRADE LEVEL<br>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 /<br>GRADE LEVEL<br>EXPECTATION                    | 6.SL.1.d.      | Review the key ideas expressed, draw conclusions, and demonstrate understanding of multiple perspectives through reflection and paraphrasing.                                                             |
| <b>STRAND</b>                                                | <b>AZ.6.L.</b> | <b>Language Standards</b>                                                                                                                                                                                 |
| <b>CONCEPT /<br/>STANDARD</b>                                |                | <b>Conventions of Standard English</b>                                                                                                                                                                    |
| <b>PERFORMANCE<br/>OBJECTIVE /<br/>PROFICIENCY<br/>LEVEL</b> | <b>6.L.1.</b>  | <b>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</b>                                                                                             |
| OBJECTIVE /<br>GRADE LEVEL<br>EXPECTATION                    | 6.L.1.d.       | Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).                                                                                                                  |
| OBJECTIVE /<br>GRADE LEVEL<br>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.                                 |
| <b>STRAND</b>                                                | <b>AZ.6.L.</b> | <b>Language Standards</b>                                                                                                                                                                                 |
| <b>CONCEPT /<br/>STANDARD</b>                                |                | <b>Knowledge of Language</b>                                                                                                                                                                              |
| <b>PERFORMANCE<br/>OBJECTIVE /<br/>PROFICIENCY<br/>LEVEL</b> | <b>6.L.3.</b>  | <b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>                                                                                                       |
| OBJECTIVE /<br>GRADE LEVEL<br>EXPECTATION                    | 6.L.3.a.       | Vary sentence patterns for meaning, reader/listener interest, and style.                                                                                                                                  |
| <b>STRAND</b>                                                | <b>AZ.6.L.</b> | <b>Language Standards</b>                                                                                                                                                                                 |
| <b>CONCEPT /<br/>STANDARD</b>                                |                | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                                     |
| <b>PERFORMANCE<br/>OBJECTIVE /<br/>PROFICIENCY<br/>LEVEL</b> | <b>6.L.4.</b>  | <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.</b>                             |
| OBJECTIVE /<br>GRADE LEVEL<br>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 /<br>GRADE LEVEL<br>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 /<br>GRADE LEVEL<br>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 |
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| PERFORMANCE 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 13: Unit 5 Writing from Pictures, p. 113-118

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

**Language Arts**  
Grade 6 - Adopted: 2016

**STRAND**      **AZ.6.W.**      **Writing Standards**

| CONCEPT / STANDARD |  | Production and Distribution of Writing |
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| PERFORMANCE 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.) |
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**STRAND**      **AZ.6.SL.**      **Speaking and Listening Standards**

| CONCEPT / STANDARD |  | Comprehension and Collaboration |
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| 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. |
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| 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. |
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| OBJECTIVE / GRADE LEVEL EXPECTATION | 6.SL.1.b. | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. |
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| 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. |
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| 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. |
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**STRAND**      **AZ.6.SL.**      **Speaking and Listening Standards**

| CONCEPT / STANDARD |  | Presentation of Knowledge and Ideas |
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| PERFORMANCE 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. |
| <b>STRAND</b>                             | <b>AZ.6.L.</b> | <b>Language Standards</b>                                                                                                                                                                                               |
| <b>CONCEPT / STANDARD</b>                 |                | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                                                   |
| PERFORMANCE 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 6 - Adopted: 2016

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| <b>STRAND</b>                                    | <b>AZ.6.W.</b> | <b>Writing Standards</b>                                                                                                                                                                                                 |
| <b>CONCEPT / STANDARD</b>                        |                | <b>Text Types and Purposes</b>                                                                                                                                                                                           |
| <b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b> | <b>6.W.3.</b>  | <b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>                                                  |
| 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.                                                                                                                                               |
| <b>STRAND</b>                                    | <b>AZ.6.W.</b> | <b>Writing Standards</b>                                                                                                                                                                                                 |
| <b>CONCEPT / STANDARD</b>                        |                | <b>Production and Distribution of Writing</b>                                                                                                                                                                            |
| PERFORMANCE 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.) |

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| PERFORMANCE 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.) |
| <b>STRAND</b>                             | <b>AZ.6.W.</b>  | <b>Writing Standards</b>                                                                                                                                                                                                                                                        |
| <b>CONCEPT / STANDARD</b>                 |                 | <b>Range of Writing</b>                                                                                                                                                                                                                                                         |
| PERFORMANCE 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.                                                           |
| <b>STRAND</b>                             | <b>AZ.6.SL.</b> | <b>Speaking and Listening Standards</b>                                                                                                                                                                                                                                         |
| <b>CONCEPT / STANDARD</b>                 |                 | <b>Comprehension and Collaboration</b>                                                                                                                                                                                                                                          |
| 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.                                                                                                                                   |
| <b>STRAND</b>                             | <b>AZ.6.L.</b>  | <b>Language Standards</b>                                                                                                                                                                                                                                                       |
| <b>CONCEPT / STANDARD</b>                 |                 | <b>Conventions of Standard English</b>                                                                                                                                                                                                                                          |
| 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.                                                                                                       |
| <b>STRAND</b>                             | <b>AZ.6.L.</b>  | <b>Language Standards</b>                                                                                                                                                                                                                                                       |

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| <b>CONCEPT / STANDARD</b>                        |               | <b>Knowledge of Language</b>                                                                        |
| <b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b> | <b>6.L.3.</b> | <b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b> |

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| OBJECTIVE / GRADE LEVEL EXPECTATION | 6.L.3.a. | Vary sentence patterns for meaning, reader/listener interest, and style. |
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**STRAND**      **AZ.6.L.**      **Language Standards**

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| <b>CONCEPT / STANDARD</b> |  | <b>Vocabulary Acquisition and Use</b> |
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| PERFORMANCE 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 15: Unit 5 Writing from Pictures, p. 127-134

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

**Language Arts**

Grade 6 - Adopted: 2016

**STRAND**      **AZ.6.W.**      **Writing Standards**

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| <b>CONCEPT / STANDARD</b>                        |               | <b>Text Types and Purposes</b>                                                                                                                                          |
| <b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b> | <b>6.W.3.</b> | <b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b> |

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| 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. |
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| 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. |
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| OBJECTIVE / GRADE LEVEL EXPECTATION | 6.W.3.d. | Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. |
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| OBJECTIVE / GRADE LEVEL EXPECTATION | 6.W.3.e. | Provide a conclusion that follows from the narrated experiences or events. |
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**STRAND**      **AZ.6.W.**      **Writing Standards**

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| <b>CONCEPT / STANDARD</b> |  | <b>Production and Distribution of Writing</b> |
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| PERFORMANCE 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.)                                                        |
| PERFORMANCE 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.) |
| <b>STRAND</b>                                    | <b>AZ.6.W.</b>  | <b>Writing Standards</b>                                                                                                                                                                                                                                                        |
| <b>CONCEPT / STANDARD</b>                        |                 | <b>Range of Writing</b>                                                                                                                                                                                                                                                         |
| PERFORMANCE 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.                                                           |
| <b>STRAND</b>                                    | <b>AZ.6.SL.</b> | <b>Speaking and Listening Standards</b>                                                                                                                                                                                                                                         |
| <b>CONCEPT / STANDARD</b>                        |                 | <b>Comprehension and Collaboration</b>                                                                                                                                                                                                                                          |
| <b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b> | <b>6.SL.1.</b>  | <b>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.</b>                                              |
| 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.                                                                                                                                   |
| <b>STRAND</b>                                    | <b>AZ.6.L.</b>  | <b>Language Standards</b>                                                                                                                                                                                                                                                       |
| <b>CONCEPT / STANDARD</b>                        |                 | <b>Conventions of Standard English</b>                                                                                                                                                                                                                                          |
| <b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b> | <b>6.L.1.</b>   | <b>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</b>                                                                                                                                                                   |
| OBJECTIVE / GRADE LEVEL EXPECTATION              | 6.L.1.d.        | Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).                                                                                                                                                                                        |

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|--------------------------------------------------------------|----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| OBJECTIVE /<br>GRADE LEVEL<br>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. |
| <b>STRAND</b>                                                | <b>AZ.6.L.</b> | <b>Language Standards</b>                                                                                                                                                 |
| <b>CONCEPT /<br/>STANDARD</b>                                |                | <b>Knowledge of Language</b>                                                                                                                                              |
| <b>PERFORMANCE<br/>OBJECTIVE /<br/>PROFICIENCY<br/>LEVEL</b> | <b>6.L.3.</b>  | <b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>                                                                       |

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| OBJECTIVE /<br>GRADE LEVEL<br>EXPECTATION                    | 6.L.3.a.       | Vary sentence patterns for meaning, reader/listener interest, and style.                                                                                                                                            |
| <b>STRAND</b>                                                | <b>AZ.6.L.</b> | <b>Language Standards</b>                                                                                                                                                                                           |
| <b>CONCEPT /<br/>STANDARD</b>                                |                | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                                               |
| <b>PERFORMANCE<br/>OBJECTIVE /<br/>PROFICIENCY<br/>LEVEL</b> | <b>6.L.6.</b>  | <b>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.</b> |

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

## Arizona's College and Career Ready Standards

### Language Arts

Grade 6 - Adopted: 2016

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

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| PERFORMANCE 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.                                                                                                                                                   |
| <b>STRAND</b>                                    | <b>AZ.6.RI.</b> | <b>Reading Standards for Informational Text</b>                                                                                                                                                                                                                                     |
| <b>CONCEPT / STANDARD</b>                        |                 | <b>Integration of Knowledge and Ideas</b>                                                                                                                                                                                                                                           |
| PERFORMANCE 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.                                                                                                         |
| <b>STRAND</b>                                    | <b>AZ.6.RI.</b> | <b>Reading Standards for Informational Text</b>                                                                                                                                                                                                                                     |
| <b>CONCEPT / STANDARD</b>                        |                 | <b>Range of Reading and Level of Text Complexity</b>                                                                                                                                                                                                                                |
| PERFORMANCE 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.                                                                |
| <b>STRAND</b>                                    | <b>AZ.6.W.</b>  | <b>Writing Standards</b>                                                                                                                                                                                                                                                            |
| <b>CONCEPT / STANDARD</b>                        |                 | <b>Text Types and Purposes</b>                                                                                                                                                                                                                                                      |
| <b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b> | <b>6.W.2.</b>   | <b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>                                                                                                    |
| 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.                                                                                                                                                                |
| <b>STRAND</b>                                    | <b>AZ.6.W.</b>  | <b>Writing Standards</b>                                                                                                                                                                                                                                                            |
| <b>CONCEPT / STANDARD</b>                        |                 | <b>Production and Distribution of Writing</b>                                                                                                                                                                                                                                       |
| PERFORMANCE 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.)                                                            |
| <b>STRAND</b>                                    | <b>AZ.6.W.</b>  | <b>Writing Standards</b>                                                                                                                                                                                                                                                            |
| <b>CONCEPT / STANDARD</b>                        |                 | <b>Research to Build and Present Knowledge</b>                                                                                                                                                                                                                                      |

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| PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL | 6.W.7. | Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. |
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| PERFORMANCE 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. |
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**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. |

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| OBJECTIVE / GRADE LEVEL EXPECTATION | 6.W.9.b. | Apply grade 6 Reading standards to informational text and nonfiction. |
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**STRAND**      **AZ.6.SL.**      **Speaking and Listening Standards**

|                                           |         |                                                                                                                                                                                                                             |
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| 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. |

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| 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. |
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| OBJECTIVE / GRADE LEVEL EXPECTATION | 6.SL.1.b. | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. |
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| 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. |
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| 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. |
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**STRAND**      **AZ.6.L.**      **Language Standards**

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| 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. |

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| OBJECTIVE /<br>GRADE LEVEL<br>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 /<br>GRADE LEVEL<br>EXPECTATION           | 6.L.4.d.       | Verify the preliminary determination of the meaning of a word or phrase.                                                                                                                                     |
| <b>STRAND</b>                                       | <b>AZ.6.L.</b> | <b>Language Standards</b>                                                                                                                                                                                    |
| <b>CONCEPT /<br/>STANDARD</b>                       |                | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                                        |
| PERFORMANC<br>E OBJECTIVE /<br>PROFICIENCY<br>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 17: Unit 6 Summarizing Multiple References, p. 143-148

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

**Language Arts**

**Grade 6 - Adopted: 2016**

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| <b>STRAND</b>                                       | <b>AZ.6.RI.</b> | <b>Reading Standards for Informational Text</b>                                                                                                                   |
| <b>CONCEPT /<br/>STANDARD</b>                       |                 | <b>Key Ideas and Details</b>                                                                                                                                      |
| PERFORMANC<br>E OBJECTIVE /<br>PROFICIENCY<br>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<br>E OBJECTIVE /<br>PROFICIENCY<br>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 judgments. |
| PERFORMANC<br>E OBJECTIVE /<br>PROFICIENCY<br>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).                 |
| <b>STRAND</b>                                       | <b>AZ.6.RI.</b> | <b>Reading Standards for Informational Text</b>                                                                                                                   |
| <b>CONCEPT /<br/>STANDARD</b>                       |                 | <b>Craft and Structure</b>                                                                                                                                        |
| PERFORMANC<br>E OBJECTIVE /<br>PROFICIENCY<br>LEVEL | 6.RI.4.         | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.                                 |
| <b>STRAND</b>                                       | <b>AZ.6.RI.</b> | <b>Reading Standards for Informational Text</b>                                                                                                                   |

| CONCEPT / STANDARD                        |         | Integration of Knowledge and Ideas                                                                                                                                          |
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| PERFORMANCE 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 |
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| PERFORMANCE 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. |
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**STRAND**      **AZ.6.W.**      **Writing Standards**

| CONCEPT / STANDARD |  | Text Types and Purposes |
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| 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. |
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| 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. |
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| OBJECTIVE / GRADE LEVEL EXPECTATION | 6.W.2.b. | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |
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| OBJECTIVE / GRADE LEVEL EXPECTATION | 6.W.2.c. | Use appropriate transitions to clarify the relationships among ideas and concepts. |
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| OBJECTIVE / GRADE LEVEL EXPECTATION | 6.W.2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
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| OBJECTIVE / GRADE LEVEL EXPECTATION | 6.W.2.f. | Provide a concluding statement or section that follows from the information or explanation presented. |
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**STRAND**      **AZ.6.W.**      **Writing Standards**

| CONCEPT / STANDARD |  | Production and Distribution of Writing |
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| PERFORMANCE 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.) |
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| PERFORMANCE 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.) |
| <b>STRAND</b>                                    | <b>AZ.6.W.</b>  | <b>Writing Standards</b>                                                                                                                                                                                                                                                        |
| <b>CONCEPT / STANDARD</b>                        |                 | <b>Research to Build and Present Knowledge</b>                                                                                                                                                                                                                                  |
| PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL        | 6.W.7.          | Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.                                                                                                                                                   |
| PERFORMANCE 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.                     |
| <b>STRAND</b>                                    | <b>AZ.6.W.</b>  | <b>Writing Standards</b>                                                                                                                                                                                                                                                        |
| <b>CONCEPT / STANDARD</b>                        |                 | <b>Research to Build and Present Knowledge</b>                                                                                                                                                                                                                                  |
| <b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b> | <b>6.W.9.</b>   | <b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>                                                                                                                                                                        |
| OBJECTIVE / GRADE LEVEL EXPECTATION              | 6.W.9.b.        | Apply grade 6 Reading standards to informational text and nonfiction.                                                                                                                                                                                                           |
| <b>STRAND</b>                                    | <b>AZ.6.W.</b>  | <b>Writing Standards</b>                                                                                                                                                                                                                                                        |
| <b>CONCEPT / STANDARD</b>                        |                 | <b>Range of Writing</b>                                                                                                                                                                                                                                                         |
| PERFORMANCE 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.                                                           |
| <b>STRAND</b>                                    | <b>AZ.6.SL.</b> | <b>Speaking and Listening Standards</b>                                                                                                                                                                                                                                         |
| <b>CONCEPT / STANDARD</b>                        |                 | <b>Comprehension and Collaboration</b>                                                                                                                                                                                                                                          |
| <b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b> | <b>6.SL.1.</b>  | <b>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.</b>                                              |
| 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.                                                                                                                                                                |

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| OBJECTIVE /<br>GRADE LEVEL<br>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 /<br>GRADE LEVEL<br>EXPECTATION                    | 6.SL.1.d.      | Review the key ideas expressed, draw conclusions, and demonstrate understanding of multiple perspectives through reflection and paraphrasing.                                                             |
| <b>STRAND</b>                                                | <b>AZ.6.L.</b> | <b>Language Standards</b>                                                                                                                                                                                 |
| <b>CONCEPT /<br/>STANDARD</b>                                |                | <b>Conventions of Standard English</b>                                                                                                                                                                    |
| <b>PERFORMANCE<br/>OBJECTIVE /<br/>PROFICIENCY<br/>LEVEL</b> | <b>6.L.1.</b>  | <b>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</b>                                                                                             |
| OBJECTIVE /<br>GRADE LEVEL<br>EXPECTATION                    | 6.L.1.d.       | Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).                                                                                                                  |
| OBJECTIVE /<br>GRADE LEVEL<br>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.                                 |
| <b>STRAND</b>                                                | <b>AZ.6.L.</b> | <b>Language Standards</b>                                                                                                                                                                                 |
| <b>CONCEPT /<br/>STANDARD</b>                                |                | <b>Knowledge of Language</b>                                                                                                                                                                              |
| <b>PERFORMANCE<br/>OBJECTIVE /<br/>PROFICIENCY<br/>LEVEL</b> | <b>6.L.3.</b>  | <b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>                                                                                                       |
| OBJECTIVE /<br>GRADE LEVEL<br>EXPECTATION                    | 6.L.3.a.       | Vary sentence patterns for meaning, reader/listener interest, and style.                                                                                                                                  |
| <b>STRAND</b>                                                | <b>AZ.6.L.</b> | <b>Language Standards</b>                                                                                                                                                                                 |
| <b>CONCEPT /<br/>STANDARD</b>                                |                | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                                     |
| <b>PERFORMANCE<br/>OBJECTIVE /<br/>PROFICIENCY<br/>LEVEL</b> | <b>6.L.4.</b>  | <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.</b>                             |
| OBJECTIVE /<br>GRADE LEVEL<br>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 /<br>GRADE LEVEL<br>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 /<br>GRADE LEVEL<br>EXPECTATION                    | 6.L.4.d.       | Verify the preliminary determination of the meaning of a word or phrase.                                                                                                                                  |

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| <b>STRAND</b> | <b>AZ.6.L.</b> | <b>Language Standards</b> |
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| CONCEPT / STANDARD |  | Vocabulary Acquisition and Use |
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| PERFORMANCE 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 18: Unit 6 Summarizing Multiple References, p. 149-166

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

**Language Arts**

Grade 6 - Adopted: 2016

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| <b>STRAND</b> | <b>AZ.6.RI.</b> | <b>Reading Standards for Informational Text</b> |
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| CONCEPT / STANDARD |  | Key Ideas and Details |
|--------------------|--|-----------------------|
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|                                           |         |                                                                                                                       |
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| PERFORMANCE 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. |
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|                                           |         |                                                                                                                                                                   |
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| PERFORMANCE 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 judgments. |
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|                                           |         |                                                                                                                                                   |
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| PERFORMANCE 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). |
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| <b>STRAND</b> | <b>AZ.6.RI.</b> | <b>Reading Standards for Informational Text</b> |
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| CONCEPT / STANDARD |  | Craft and Structure |
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| PERFORMANCE 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. |
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| <b>STRAND</b> | <b>AZ.6.RI.</b> | <b>Reading Standards for Informational Text</b> |
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| CONCEPT / STANDARD |  | Integration of Knowledge and Ideas |
|--------------------|--|------------------------------------|
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| PERFORMANCE 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. |
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| <b>STRAND</b> | <b>AZ.6.RI.</b> | <b>Reading Standards for Informational Text</b> |
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| CONCEPT / STANDARD                        |                | Range of Reading and Level of Text Complexity                                                                                                                                                                                                                                       |
|-------------------------------------------|----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| PERFORMANCE 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.                                                                |
| <b>STRAND</b>                             | <b>AZ.6.W.</b> | <b>Writing Standards</b>                                                                                                                                                                                                                                                            |
| 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.                                                                                                                                                                |
| <b>STRAND</b>                             | <b>AZ.6.W.</b> | <b>Writing Standards</b>                                                                                                                                                                                                                                                            |
| CONCEPT / STANDARD                        |                | Production and Distribution of Writing                                                                                                                                                                                                                                              |
| PERFORMANCE 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.)                                                            |
| <b>STRAND</b>                             | <b>AZ.6.W.</b> | <b>Writing Standards</b>                                                                                                                                                                                                                                                            |
| CONCEPT / STANDARD                        |                | Research to Build and Present Knowledge                                                                                                                                                                                                                                             |
| PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL | 6.W.7.         | Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.                                                                                                                                                       |
| PERFORMANCE 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.                         |
| <b>STRAND</b>                             | <b>AZ.6.W.</b> | <b>Writing Standards</b>                                                                                                                                                                                                                                                            |
| 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 /<br>GRADE LEVEL<br>EXPECTATION                    | 6.W.9.b.        | Apply grade 6 Reading standards to informational text and nonfiction.                                                                                                                                                              |
| <b>STRAND</b>                                                | <b>AZ.6.SL.</b> | <b>Speaking and Listening Standards</b>                                                                                                                                                                                            |
| <b>CONCEPT /<br/>STANDARD</b>                                |                 | <b>Comprehension and Collaboration</b>                                                                                                                                                                                             |
| <b>PERFORMANCE<br/>OBJECTIVE /<br/>PROFICIENCY<br/>LEVEL</b> | <b>6.SL.1.</b>  | <b>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.</b> |
| OBJECTIVE /<br>GRADE LEVEL<br>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 /<br>GRADE LEVEL<br>EXPECTATION                    | 6.SL.1.b.       | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.                                                                                                                   |
| OBJECTIVE /<br>GRADE LEVEL<br>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 /<br>GRADE LEVEL<br>EXPECTATION                    | 6.SL.1.d.       | Review the key ideas expressed, draw conclusions, and demonstrate understanding of multiple perspectives through reflection and paraphrasing.                                                                                      |
| <b>STRAND</b>                                                | <b>AZ.6.L.</b>  | <b>Language Standards</b>                                                                                                                                                                                                          |
| <b>CONCEPT /<br/>STANDARD</b>                                |                 | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                                                              |
| <b>PERFORMANCE<br/>OBJECTIVE /<br/>PROFICIENCY<br/>LEVEL</b> | <b>6.L.4.</b>   | <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.</b>                                                      |
| OBJECTIVE /<br>GRADE LEVEL<br>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 /<br>GRADE LEVEL<br>EXPECTATION                    | 6.L.4.d.        | Verify the preliminary determination of the meaning of a word or phrase.                                                                                                                                                           |
| <b>STRAND</b>                                                | <b>AZ.6.L.</b>  | <b>Language Standards</b>                                                                                                                                                                                                          |
| <b>CONCEPT /<br/>STANDARD</b>                                |                 | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                                                              |
| PERFORMANCE OBJECTIVE /<br>PROFICIENCY<br>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

## Language Arts

Grade 6 - Adopted: 2016

### STRAND AZ.6.RI. Reading Standards for Informational Text

#### CONCEPT / STANDARD Key Ideas and Details

|                                           |         |                                                                                                                       |
|-------------------------------------------|---------|-----------------------------------------------------------------------------------------------------------------------|
| PERFORMANCE 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. |
|-------------------------------------------|---------|-----------------------------------------------------------------------------------------------------------------------|

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|-------------------------------------------|---------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| PERFORMANCE 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 judgments. |
|-------------------------------------------|---------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                           |         |                                                                                                                                                   |
|-------------------------------------------|---------|---------------------------------------------------------------------------------------------------------------------------------------------------|
| PERFORMANCE 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

|                                           |         |                                                                                                                                   |
|-------------------------------------------|---------|-----------------------------------------------------------------------------------------------------------------------------------|
| PERFORMANCE 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

|                                           |         |                                                                                                                                                                             |
|-------------------------------------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| PERFORMANCE 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

|                                           |          |                                                                                                                                                                                                                      |
|-------------------------------------------|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| PERFORMANCE 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

|                                                  |                |                                                                                                                                                                                                                                                                                     |
|--------------------------------------------------|----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b> | <b>6.W.2.</b>  | <b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>                                                                                                    |
| 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.                                                                                                                                                                               |
| <b>STRAND</b>                                    | <b>AZ.6.W.</b> | <b>Writing Standards</b>                                                                                                                                                                                                                                                            |
| <b>CONCEPT / STANDARD</b>                        |                | <b>Production and Distribution of Writing</b>                                                                                                                                                                                                                                       |
| PERFORMANCE 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.)                                                            |
| PERFORMANCE 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.)     |
| <b>STRAND</b>                                    | <b>AZ.6.W.</b> | <b>Writing Standards</b>                                                                                                                                                                                                                                                            |
| <b>CONCEPT / STANDARD</b>                        |                | <b>Research to Build and Present Knowledge</b>                                                                                                                                                                                                                                      |
| PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL        | 6.W.7.         | Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.                                                                                                                                                       |
| PERFORMANCE 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.                         |
| <b>STRAND</b>                                    | <b>AZ.6.W.</b> | <b>Writing Standards</b>                                                                                                                                                                                                                                                            |
| <b>CONCEPT / STANDARD</b>                        |                | <b>Research to Build and Present Knowledge</b>                                                                                                                                                                                                                                      |

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|-------------------------------------------|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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                                                                                                                                                                                                            |
| PERFORMANCE 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.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                                                                                                                                                                               |
|-------------------------------------------|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| PERFORMANCE 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**

**Language Arts**

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 /<br>GRADE LEVEL<br>EXPECTATION | 6.W.2.b. | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |
| OBJECTIVE /<br>GRADE LEVEL<br>EXPECTATION | 6.W.2.c. | Use appropriate transitions to clarify the relationships among ideas and concepts.                                   |
| OBJECTIVE /<br>GRADE LEVEL<br>EXPECTATION | 6.W.2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic.                            |

|                                           |          |                                                                                                       |
|-------------------------------------------|----------|-------------------------------------------------------------------------------------------------------|
| OBJECTIVE /<br>GRADE LEVEL<br>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**

|                               |  |                                               |
|-------------------------------|--|-----------------------------------------------|
| <b>CONCEPT /<br/>STANDARD</b> |  | <b>Production and Distribution of Writing</b> |
|-------------------------------|--|-----------------------------------------------|

|                                                 |        |                                                                                                                                                                                                                          |
|-------------------------------------------------|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| PERFORMANCE OBJECTIVE /<br>PROFICIENCY<br>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.) |
|-------------------------------------------------|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                                 |        |                                                                                                                                                                                                                                                                                 |
|-------------------------------------------------|--------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| PERFORMANCE OBJECTIVE /<br>PROFICIENCY<br>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**

|                               |  |                         |
|-------------------------------|--|-------------------------|
| <b>CONCEPT /<br/>STANDARD</b> |  | <b>Range of Writing</b> |
|-------------------------------|--|-------------------------|

|                                                 |         |                                                                                                                                                                                                                       |
|-------------------------------------------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| PERFORMANCE OBJECTIVE /<br>PROFICIENCY<br>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**

|                               |  |                                        |
|-------------------------------|--|----------------------------------------|
| <b>CONCEPT /<br/>STANDARD</b> |  | <b>Comprehension and Collaboration</b> |
|-------------------------------|--|----------------------------------------|

|                                                          |                |                                                                                                                                                                                                                                    |
|----------------------------------------------------------|----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>PERFORMANCE OBJECTIVE /<br/>PROFICIENCY<br/>LEVEL</b> | <b>6.SL.1.</b> | <b>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.</b> |
|----------------------------------------------------------|----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                           |           |                                                                                                                                                                                                                  |
|-------------------------------------------|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| OBJECTIVE /<br>GRADE LEVEL<br>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 /<br>GRADE LEVEL<br>EXPECTATION | 6.SL.1.b. | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. |
|-------------------------------------------|-----------|------------------------------------------------------------------------------------------------------------------|

|                                           |           |                                                                                                                                                      |
|-------------------------------------------|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------|
| OBJECTIVE /<br>GRADE LEVEL<br>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 /<br>GRADE LEVEL<br>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 /<br>STANDARD                              |        | Conventions of Standard English                                                                        |
| PERFORMANCE<br>OBJECTIVE /<br>PROFICIENCY<br>LEVEL | 6.L.1. | Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. |

|                                           |          |                                                                                                                                                                           |
|-------------------------------------------|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| OBJECTIVE /<br>GRADE LEVEL<br>EXPECTATION | 6.L.1.d. | Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).                                                                                  |
| OBJECTIVE /<br>GRADE LEVEL<br>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 /<br>STANDARD                              |        | Knowledge of Language                                                                        |
| PERFORMANCE<br>OBJECTIVE /<br>PROFICIENCY<br>LEVEL | 6.L.3. | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |

|                                           |          |                                                                          |
|-------------------------------------------|----------|--------------------------------------------------------------------------|
| OBJECTIVE /<br>GRADE LEVEL<br>EXPECTATION | 6.L.3.a. | Vary sentence patterns for meaning, reader/listener interest, and style. |
|-------------------------------------------|----------|--------------------------------------------------------------------------|

**STRAND**      **AZ.6.L.**      **Language Standards**

|                                                    |        |                                                                                                                                                                                                              |
|----------------------------------------------------|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CONCEPT /<br>STANDARD                              |        | Vocabulary Acquisition and Use                                                                                                                                                                               |
| PERFORMANCE<br>OBJECTIVE /<br>PROFICIENCY<br>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**

**Language Arts**

Grade 6 - Adopted: 2016

**STRAND**      **AZ.6.W.**      **Writing Standards**

|                       |  |                         |
|-----------------------|--|-------------------------|
| CONCEPT /<br>STANDARD |  | Text Types and Purposes |
|-----------------------|--|-------------------------|

|                                                  |                 |                                                                                                                                                                                                                                                                                     |
|--------------------------------------------------|-----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b> | <b>6.W.2.</b>   | <b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>                                                                                                    |
| 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.                                                                                                                                                                               |
| <b>STRAND</b>                                    | <b>AZ.6.W.</b>  | <b>Writing Standards</b>                                                                                                                                                                                                                                                            |
| <b>CONCEPT / STANDARD</b>                        |                 | <b>Production and Distribution of Writing</b>                                                                                                                                                                                                                                       |
| PERFORMANCE 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.)                                                            |
| PERFORMANCE 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.)     |
| <b>STRAND</b>                                    | <b>AZ.6.W.</b>  | <b>Writing Standards</b>                                                                                                                                                                                                                                                            |
| <b>CONCEPT / STANDARD</b>                        |                 | <b>Range of Writing</b>                                                                                                                                                                                                                                                             |
| PERFORMANCE 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.                                                               |
| <b>STRAND</b>                                    | <b>AZ.6.SL.</b> | <b>Speaking and Listening Standards</b>                                                                                                                                                                                                                                             |
| <b>CONCEPT / STANDARD</b>                        |                 | <b>Comprehension and Collaboration</b>                                                                                                                                                                                                                                              |
| 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 /<br>GRADE LEVEL<br>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 /<br>GRADE LEVEL<br>EXPECTATION | 6.SL.1.b. | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.                                                                                                 |
| OBJECTIVE /<br>GRADE LEVEL<br>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 /<br>GRADE LEVEL<br>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 /<br>STANDARD                              |        | Conventions of Standard English                                                                        |
| PERFORMANCE<br>OBJECTIVE /<br>PROFICIENCY<br>LEVEL | 6.L.1. | Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. |

|                                           |          |                                                                                                                                                                           |
|-------------------------------------------|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| OBJECTIVE /<br>GRADE LEVEL<br>EXPECTATION | 6.L.1.d. | Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).                                                                                  |
| OBJECTIVE /<br>GRADE LEVEL<br>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 /<br>STANDARD                              |        | Knowledge of Language                                                                        |
| PERFORMANCE<br>OBJECTIVE /<br>PROFICIENCY<br>LEVEL | 6.L.3. | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |

|                                           |          |                                                                          |
|-------------------------------------------|----------|--------------------------------------------------------------------------|
| OBJECTIVE /<br>GRADE LEVEL<br>EXPECTATION | 6.L.3.a. | Vary sentence patterns for meaning, reader/listener interest, and style. |
|-------------------------------------------|----------|--------------------------------------------------------------------------|

**STRAND**      **AZ.6.L.**      **Language Standards**

|                                                    |        |                                                                                                                                                                                                              |
|----------------------------------------------------|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CONCEPT /<br>STANDARD                              |        | Vocabulary Acquisition and Use                                                                                                                                                                               |
| PERFORMANCE<br>OBJECTIVE /<br>PROFICIENCY<br>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

## Language Arts

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                                                                                                                                                                                                                                              |
| PERFORMANCE 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.)                                                            |
| PERFORMANCE 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                                                                                                                                                                                                                                                                    |
| PERFORMANCE 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.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**

**Language Arts**

**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                                                                                                                                                                                                                                              |
| PERFORMANCE 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.)                                                            |
| PERFORMANCE 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                                                                                                                                                                                                            |
|-------------------------------------------|-----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| PERFORMANCE 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.       |
| <b>STRAND</b>                             | <b>AZ.6.SL.</b> | <b>Speaking and Listening Standards</b>                                                                                                                                                                                     |
| 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.                                                                               |
| <b>STRAND</b>                             | <b>AZ.6.L.</b>  | <b>Language Standards</b>                                                                                                                                                                                                   |
| 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.                                                   |
| <b>STRAND</b>                             | <b>AZ.6.L.</b>  | <b>Language Standards</b>                                                                                                                                                                                                   |
| 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 /<br>GRADE LEVEL<br>EXPECTATION           | 6.L.3.a.       | Vary sentence patterns for meaning, reader/listener interest, and style.                                                                                                                                     |
| <b>STRAND</b>                                       | <b>AZ.6.L.</b> | <b>Language Standards</b>                                                                                                                                                                                    |
| <b>CONCEPT /<br/>STANDARD</b>                       |                | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                                        |
| PERFORMANC<br>E OBJECTIVE /<br>PROFICIENCY<br>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 6 - Adopted: 2016

|                                                     |                 |                                                                                                                                                                    |
|-----------------------------------------------------|-----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>STRAND</b>                                       | <b>AZ.6.RI.</b> | <b>Reading Standards for Informational Text</b>                                                                                                                    |
| <b>CONCEPT /<br/>STANDARD</b>                       |                 | <b>Key Ideas and Details</b>                                                                                                                                       |
| PERFORMANC<br>E OBJECTIVE /<br>PROFICIENCY<br>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<br>E OBJECTIVE /<br>PROFICIENCY<br>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<br>E OBJECTIVE /<br>PROFICIENCY<br>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).                  |
| <b>STRAND</b>                                       | <b>AZ.6.RI.</b> | <b>Reading Standards for Informational Text</b>                                                                                                                    |
| <b>CONCEPT /<br/>STANDARD</b>                       |                 | <b>Craft and Structure</b>                                                                                                                                         |
| PERFORMANC<br>E OBJECTIVE /<br>PROFICIENCY<br>LEVEL | 6.RI.4.         | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.                                  |
| <b>STRAND</b>                                       | <b>AZ.6.RI.</b> | <b>Reading Standards for Informational Text</b>                                                                                                                    |
| <b>CONCEPT /<br/>STANDARD</b>                       |                 | <b>Integration of Knowledge and Ideas</b>                                                                                                                          |

|                                                  |                 |                                                                                                                                                                                                                                                                                     |
|--------------------------------------------------|-----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| PERFORMANCE 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.                                                                                                         |
| <b>STRAND</b>                                    | <b>AZ.6.RI.</b> | <b>Reading Standards for Informational Text</b>                                                                                                                                                                                                                                     |
| <b>CONCEPT / STANDARD</b>                        |                 | <b>Range of Reading and Level of Text Complexity</b>                                                                                                                                                                                                                                |
| PERFORMANCE 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.                                                                |
| <b>STRAND</b>                                    | <b>AZ.6.W.</b>  | <b>Writing Standards</b>                                                                                                                                                                                                                                                            |
| <b>CONCEPT / STANDARD</b>                        |                 | <b>Text Types and Purposes</b>                                                                                                                                                                                                                                                      |
| <b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b> | <b>6.W.2.</b>   | <b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>                                                                                                    |
| 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.                                                                                                                                                                               |
| <b>STRAND</b>                                    | <b>AZ.6.W.</b>  | <b>Writing Standards</b>                                                                                                                                                                                                                                                            |
| <b>CONCEPT / STANDARD</b>                        |                 | <b>Production and Distribution of Writing</b>                                                                                                                                                                                                                                       |
| PERFORMANCE 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.)                                                            |
| PERFORMANCE 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 |
|--------------------|--|------------------|
|--------------------|--|------------------|

|                                           |         |                                                                                                                                                                                                                       |
|-------------------------------------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| PERFORMANCE 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 /<br>GRADE LEVEL<br>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. |
| <b>STRAND</b>                                      | <b>AZ.6.L.</b> | <b>Language Standards</b>                                                                                                                                                 |
| CONCEPT /<br>STANDARD                              |                | Knowledge of Language                                                                                                                                                     |
| PERFORMANCE<br>OBJECTIVE /<br>PROFICIENCY<br>LEVEL | 6.L.3.         | Use knowledge of language and its conventions when writing, speaking, reading, or listening.                                                                              |

|                                                    |                |                                                                                                                                                                        |
|----------------------------------------------------|----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| OBJECTIVE /<br>GRADE LEVEL<br>EXPECTATION          | 6.L.3.a.       | Vary sentence patterns for meaning, reader/listener interest, and style.                                                                                               |
| <b>STRAND</b>                                      | <b>AZ.6.L.</b> | <b>Language Standards</b>                                                                                                                                              |
| CONCEPT /<br>STANDARD                              |                | Vocabulary Acquisition and Use                                                                                                                                         |
| PERFORMANCE<br>OBJECTIVE /<br>PROFICIENCY<br>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 /<br>GRADE LEVEL<br>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 /<br>GRADE LEVEL<br>EXPECTATION | 6.L.4.d.       | Verify the preliminary determination of the meaning of a word or phrase. |
| <b>STRAND</b>                             | <b>AZ.6.L.</b> | <b>Language Standards</b>                                                |
| CONCEPT /<br>STANDARD                     |                | Vocabulary Acquisition and Use                                           |

|                                                    |        |                                                                                                                                                                                                              |
|----------------------------------------------------|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| PERFORMANCE<br>OBJECTIVE /<br>PROFICIENCY<br>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

### Language Arts

#### Grade 6 - Adopted: 2016

|                       |                 |                                                 |
|-----------------------|-----------------|-------------------------------------------------|
| <b>STRAND</b>         | <b>AZ.6.RI.</b> | <b>Reading Standards for Informational Text</b> |
| CONCEPT /<br>STANDARD |                 | Key Ideas and Details                           |

|                                           |                 |                                                                                                                                                                                                                                                                                 |
|-------------------------------------------|-----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| PERFORMANCE 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.                                                                                                                                                           |
| PERFORMANCE 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 judgments.                                                                                                               |
| PERFORMANCE 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).                                                                                                                               |
| <b>STRAND</b>                             | <b>AZ.6.RI.</b> | <b>Reading Standards for Informational Text</b>                                                                                                                                                                                                                                 |
| <b>CONCEPT / STANDARD</b>                 |                 | <b>Craft and Structure</b>                                                                                                                                                                                                                                                      |
| PERFORMANCE 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.                                                                                                                                               |
| <b>STRAND</b>                             | <b>AZ.6.RI.</b> | <b>Reading Standards for Informational Text</b>                                                                                                                                                                                                                                 |
| <b>CONCEPT / STANDARD</b>                 |                 | <b>Integration of Knowledge and Ideas</b>                                                                                                                                                                                                                                       |
| PERFORMANCE 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.                                                                                                     |
| <b>STRAND</b>                             | <b>AZ.6.RI.</b> | <b>Reading Standards for Informational Text</b>                                                                                                                                                                                                                                 |
| <b>CONCEPT / STANDARD</b>                 |                 | <b>Range of Reading and Level of Text Complexity</b>                                                                                                                                                                                                                            |
| PERFORMANCE 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.                                                            |
| <b>STRAND</b>                             | <b>AZ.6.W.</b>  | <b>Writing Standards</b>                                                                                                                                                                                                                                                        |
| <b>CONCEPT / STANDARD</b>                 |                 | <b>Production and Distribution of Writing</b>                                                                                                                                                                                                                                   |
| PERFORMANCE 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.)                                                        |
| PERFORMANCE 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 |
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| PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL | 6.W.7. | Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. |
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| PERFORMANCE 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. |
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**STRAND**      **AZ.6.W.**      **Writing Standards**

| CONCEPT / STANDARD |  | Research to Build and Present Knowledge |
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| PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL | 6.W.9. | Draw evidence from literary or informational texts to support analysis, reflection, and research. |
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| OBJECTIVE / GRADE LEVEL EXPECTATION | 6.W.9.b. | Apply grade 6 Reading standards to informational text and nonfiction. |
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**STRAND**      **AZ.6.W.**      **Writing Standards**

| CONCEPT / STANDARD |  | Range of Writing |
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| PERFORMANCE 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. |
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**STRAND**      **AZ.6.SL.**      **Speaking and Listening Standards**

| CONCEPT / STANDARD |  | Comprehension and Collaboration |
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| 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. |
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| 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. |
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| OBJECTIVE / GRADE LEVEL EXPECTATION | 6.SL.1.b. | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. |
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| 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. |
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|--------------------------------------------------------------|----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| OBJECTIVE /<br>GRADE LEVEL<br>EXPECTATION                    | 6.SL.1.d.      | Review the key ideas expressed, draw conclusions, and demonstrate understanding of multiple perspectives through reflection and paraphrasing.                                 |
| <b>STRAND</b>                                                | <b>AZ.6.L.</b> | <b>Language Standards</b>                                                                                                                                                     |
| <b>CONCEPT /<br/>STANDARD</b>                                |                | <b>Vocabulary Acquisition and Use</b>                                                                                                                                         |
| <b>PERFORMANCE<br/>OBJECTIVE /<br/>PROFICIENCY<br/>LEVEL</b> | <b>6.L.4.</b>  | <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.</b> |

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| OBJECTIVE /<br>GRADE LEVEL<br>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. |
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| OBJECTIVE /<br>GRADE LEVEL<br>EXPECTATION | 6.L.4.d. | Verify the preliminary determination of the meaning of a word or phrase. |
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| <b>STRAND</b>                                   | <b>AZ.6.L.</b> | <b>Language Standards</b>                                                                                                                                                                                    |
| <b>CONCEPT /<br/>STANDARD</b>                   |                | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                                        |
| PERFORMANCE OBJECTIVE /<br>PROFICIENCY<br>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

Language Arts

Grade 6 - Adopted: 2016

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

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| OBJECTIVE /<br>GRADE LEVEL<br>EXPECTATION                | 6.W.2.d.        | Use precise language and domain-specific vocabulary to inform about or explain the topic.                                                                                                                                                                                       |
| OBJECTIVE /<br>GRADE LEVEL<br>EXPECTATION                | 6.W.2.f.        | Provide a concluding statement or section that follows from the information or explanation presented.                                                                                                                                                                           |
| <b>STRAND</b>                                            | <b>AZ.6.W.</b>  | <b>Writing Standards</b>                                                                                                                                                                                                                                                        |
| <b>CONCEPT /<br/>STANDARD</b>                            |                 | <b>Production and Distribution of Writing</b>                                                                                                                                                                                                                                   |
| PERFORMANCE OBJECTIVE /<br>PROFICIENCY<br>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.)                                                        |
| PERFORMANCE OBJECTIVE /<br>PROFICIENCY<br>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.) |
| <b>STRAND</b>                                            | <b>AZ.6.W.</b>  | <b>Writing Standards</b>                                                                                                                                                                                                                                                        |
| <b>CONCEPT /<br/>STANDARD</b>                            |                 | <b>Range of Writing</b>                                                                                                                                                                                                                                                         |
| PERFORMANCE OBJECTIVE /<br>PROFICIENCY<br>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.                                                           |
| <b>STRAND</b>                                            | <b>AZ.6.SL.</b> | <b>Speaking and Listening Standards</b>                                                                                                                                                                                                                                         |
| <b>CONCEPT /<br/>STANDARD</b>                            |                 | <b>Comprehension and Collaboration</b>                                                                                                                                                                                                                                          |
| <b>PERFORMANCE OBJECTIVE /<br/>PROFICIENCY<br/>LEVEL</b> | <b>6.SL.1.</b>  | <b>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.</b>                                              |
| OBJECTIVE /<br>GRADE LEVEL<br>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 /<br>GRADE LEVEL<br>EXPECTATION                | 6.SL.1.b.       | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.                                                                                                                                                                |
| OBJECTIVE /<br>GRADE LEVEL<br>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 /<br>GRADE LEVEL<br>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**

|                                                  |               |                                                                                                               |
|--------------------------------------------------|---------------|---------------------------------------------------------------------------------------------------------------|
| <b>CONCEPT / STANDARD</b>                        |               | <b>Conventions of Standard English</b>                                                                        |
| <b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b> | <b>6.L.1.</b> | <b>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</b> |
| OBJECTIVE / GRADE LEVEL EXPECTATION              | 6.L.1.d.      | Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).                      |

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| 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. |
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**STRAND**      **AZ.6.L.**      **Language Standards**

|                                                  |               |                                                                                                     |
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| <b>CONCEPT / STANDARD</b>                        |               | <b>Knowledge of Language</b>                                                                        |
| <b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b> | <b>6.L.3.</b> | <b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b> |

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| OBJECTIVE / GRADE LEVEL EXPECTATION | 6.L.3.a. | Vary sentence patterns for meaning, reader/listener interest, and style. |
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**STRAND**      **AZ.6.L.**      **Language Standards**

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|--------------------------------------------------|---------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>CONCEPT / STANDARD</b>                        |               | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                                               |
| <b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b> | <b>6.L.6.</b> | <b>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.</b> |

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

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

**Language Arts**

Grade 6 - Adopted: 2016

**STRAND**      **AZ.6.RL.**      **Reading Standards for Literature**

|                                                  |                |                                                                                                                              |
|--------------------------------------------------|----------------|------------------------------------------------------------------------------------------------------------------------------|
| <b>CONCEPT / STANDARD</b>                        |                | <b>Key Ideas and Details</b>                                                                                                 |
| <b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b> | <b>6.RL.1.</b> | <b>Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</b> |

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|--------------------------------------------------|-----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| PERFORMANCE 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.                                                                                                          |
| PERFORMANCE 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.                                                                                                            |
| <b>STRAND</b>                                    | <b>AZ.6.RL.</b> | <b>Reading Standards for Literature</b>                                                                                                                                                                                                                                             |
| <b>CONCEPT / STANDARD</b>                        |                 | <b>Craft and Structure</b>                                                                                                                                                                                                                                                          |
| PERFORMANCE 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.                                                                                                           |
| <b>STRAND</b>                                    | <b>AZ.6.RL.</b> | <b>Reading Standards for Literature</b>                                                                                                                                                                                                                                             |
| <b>CONCEPT / STANDARD</b>                        |                 | <b>Range of Reading and Level of Text Complexity</b>                                                                                                                                                                                                                                |
| PERFORMANCE 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.                                                |
| <b>STRAND</b>                                    | <b>AZ.6.W.</b>  | <b>Writing Standards</b>                                                                                                                                                                                                                                                            |
| <b>CONCEPT / STANDARD</b>                        |                 | <b>Text Types and Purposes</b>                                                                                                                                                                                                                                                      |
| <b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b> | <b>6.W.2.</b>   | <b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>                                                                                                    |
| 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                                                                                                                                                                                                                                          |
|-------------------------------------------|--------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| PERFORMANCE 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.)                                                        |
| PERFORMANCE 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                                                                                                                                                                                                      |
|-------------------------------------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| PERFORMANCE 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. |

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| OBJECTIVE /<br>GRADE LEVEL<br>EXPECTATION | 6.L.1.d. | Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). |
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|-------------------------------------------|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| OBJECTIVE /<br>GRADE LEVEL<br>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. |
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**STRAND**      **AZ.6.L.**      **Language Standards**

|                                                    |        |                                                                                              |
|----------------------------------------------------|--------|----------------------------------------------------------------------------------------------|
| CONCEPT /<br>STANDARD                              |        | Knowledge of Language                                                                        |
| PERFORMANCE<br>OBJECTIVE /<br>PROFICIENCY<br>LEVEL | 6.L.3. | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |

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| OBJECTIVE /<br>GRADE LEVEL<br>EXPECTATION | 6.L.3.a. | Vary sentence patterns for meaning, reader/listener interest, and style. |
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**STRAND**      **AZ.6.L.**      **Language Standards**

|                                                    |        |                                                                                                                                                                        |
|----------------------------------------------------|--------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CONCEPT /<br>STANDARD                              |        | Vocabulary Acquisition and Use                                                                                                                                         |
| PERFORMANCE<br>OBJECTIVE /<br>PROFICIENCY<br>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 /<br>GRADE LEVEL<br>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 /<br>GRADE LEVEL<br>EXPECTATION | 6.L.4.d. | Verify the preliminary determination of the meaning of a word or phrase. |
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**STRAND**      **AZ.6.L.**      **Language Standards**

|                                                    |        |                                                                                                                                                                                                              |
|----------------------------------------------------|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CONCEPT /<br>STANDARD                              |        | Vocabulary Acquisition and Use                                                                                                                                                                               |
| PERFORMANCE<br>OBJECTIVE /<br>PROFICIENCY<br>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

## Arizona's College and Career Ready Standards

### Language Arts

Grade 6 - Adopted: 2016

**STRAND**      **AZ.6.RL.**      **Reading Standards for Literature**

|                       |  |                       |
|-----------------------|--|-----------------------|
| CONCEPT /<br>STANDARD |  | Key Ideas and Details |
|-----------------------|--|-----------------------|

|                                           |                 |                                                                                                                                                                             |
|-------------------------------------------|-----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| PERFORMANCE 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.  |
| <b>STRAND</b>                             | <b>AZ.6.RL.</b> | <b>Reading Standards for Literature</b>                                                                                                                                     |
| <b>CONCEPT / STANDARD</b>                 |                 | <b>Craft and Structure</b>                                                                                                                                                  |
| PERFORMANCE 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.   |
| <b>STRAND</b>                             | <b>AZ.6.RI.</b> | <b>Reading Standards for Informational Text</b>                                                                                                                             |
| <b>CONCEPT / STANDARD</b>                 |                 | <b>Key Ideas and Details</b>                                                                                                                                                |
| PERFORMANCE 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.                                                       |
| PERFORMANCE 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 judgments.           |
| PERFORMANCE 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).                           |
| <b>STRAND</b>                             | <b>AZ.6.RI.</b> | <b>Reading Standards for Informational Text</b>                                                                                                                             |
| <b>CONCEPT / STANDARD</b>                 |                 | <b>Craft and Structure</b>                                                                                                                                                  |
| PERFORMANCE 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.                                           |
| <b>STRAND</b>                             | <b>AZ.6.RI.</b> | <b>Reading Standards for Informational Text</b>                                                                                                                             |
| <b>CONCEPT / STANDARD</b>                 |                 | <b>Integration of Knowledge and Ideas</b>                                                                                                                                   |
| PERFORMANCE 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. |
| <b>STRAND</b>                             | <b>AZ.6.RI.</b> | <b>Reading Standards for Informational Text</b>                                                                                                                             |
| <b>CONCEPT / STANDARD</b>                 |                 | <b>Range of Reading and Level of Text Complexity</b>                                                                                                                        |

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| PERFORMANCE 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.                                                                |
| <b>STRAND</b>                                    | <b>AZ.6.W.</b> | <b>Writing Standards</b>                                                                                                                                                                                                                                                            |
| <b>CONCEPT / STANDARD</b>                        |                | <b>Text Types and Purposes</b>                                                                                                                                                                                                                                                      |
| <b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b> | <b>6.W.2.</b>  | <b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>                                                                                                    |
| 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.                                                                                                                                                                               |
| <b>STRAND</b>                                    | <b>AZ.6.W.</b> | <b>Writing Standards</b>                                                                                                                                                                                                                                                            |
| <b>CONCEPT / STANDARD</b>                        |                | <b>Production and Distribution of Writing</b>                                                                                                                                                                                                                                       |
| PERFORMANCE 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.)                                                            |
| PERFORMANCE 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.)     |
| <b>STRAND</b>                                    | <b>AZ.6.W.</b> | <b>Writing Standards</b>                                                                                                                                                                                                                                                            |
| <b>CONCEPT / STANDARD</b>                        |                | <b>Research to Build and Present Knowledge</b>                                                                                                                                                                                                                                      |
| PERFORMANCE 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                                                           |
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| PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL | 6.W.9. | Draw evidence from literary or informational texts to support analysis, reflection, and research. |

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| OBJECTIVE / GRADE LEVEL EXPECTATION | 6.W.9.b. | Apply grade 6 Reading standards to informational text and nonfiction. |
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**STRAND**      **AZ.6.W.**      **Writing Standards**

| CONCEPT / STANDARD |  | Range of Writing |
|--------------------|--|------------------|
|--------------------|--|------------------|

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|-------------------------------------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| PERFORMANCE 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. |
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**STRAND**      **AZ.6.SL.**      **Speaking and Listening Standards**

| CONCEPT / STANDARD                        |         | Comprehension and Collaboration                                                                                                                                                                                             |
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| 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. |

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| 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. |
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| OBJECTIVE / GRADE LEVEL EXPECTATION | 6.SL.1.b. | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. |
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| 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. |
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| 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. |
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**STRAND**      **AZ.6.L.**      **Language Standards**

| CONCEPT / STANDARD                        |        | Conventions of Standard English                                                                        |
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| PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL | 6.L.1. | Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. |

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| OBJECTIVE / GRADE LEVEL EXPECTATION | 6.L.1.d. | Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). |
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| OBJECTIVE /<br>GRADE LEVEL<br>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. |
| <b>STRAND</b>                                                | <b>AZ.6.L.</b> | <b>Language Standards</b>                                                                                                                                                 |
| <b>CONCEPT /<br/>STANDARD</b>                                |                | <b>Knowledge of Language</b>                                                                                                                                              |
| <b>PERFORMANCE<br/>OBJECTIVE /<br/>PROFICIENCY<br/>LEVEL</b> | <b>6.L.3.</b>  | <b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>                                                                       |

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| OBJECTIVE /<br>GRADE LEVEL<br>EXPECTATION                    | 6.L.3.a.       | Vary sentence patterns for meaning, reader/listener interest, and style.                                                                                                      |
| <b>STRAND</b>                                                | <b>AZ.6.L.</b> | <b>Language Standards</b>                                                                                                                                                     |
| <b>CONCEPT /<br/>STANDARD</b>                                |                | <b>Vocabulary Acquisition and Use</b>                                                                                                                                         |
| <b>PERFORMANCE<br/>OBJECTIVE /<br/>PROFICIENCY<br/>LEVEL</b> | <b>6.L.4.</b>  | <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.</b> |

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| OBJECTIVE /<br>GRADE LEVEL<br>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. |
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| OBJECTIVE /<br>GRADE LEVEL<br>EXPECTATION | 6.L.4.d.       | Verify the preliminary determination of the meaning of a word or phrase. |
| <b>STRAND</b>                             | <b>AZ.6.L.</b> | <b>Language Standards</b>                                                |
| <b>CONCEPT /<br/>STANDARD</b>             |                | <b>Vocabulary Acquisition and Use</b>                                    |

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| PERFORMANCE OBJECTIVE /<br>PROFICIENCY<br>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 29: Unit 9 Formal Critique, p. 251-260

## Arizona's College and Career Ready Standards

### Language Arts

Grade 6 - Adopted: 2016

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| <b>STRAND</b>                 | <b>AZ.6.RL.</b> | <b>Reading Standards for Literature</b> |
| <b>CONCEPT /<br/>STANDARD</b> |                 | <b>Key Ideas and Details</b>            |

|                                                  |                 |                                                                                                                                                                                                                                                                                     |
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| PERFORMANCE 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.                                                                                                                                                               |
| PERFORMANCE 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.                                                                                                          |
| PERFORMANCE 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.                                                                                                            |
| <b>STRAND</b>                                    | <b>AZ.6.RL.</b> | <b>Reading Standards for Literature</b>                                                                                                                                                                                                                                             |
| <b>CONCEPT / STANDARD</b>                        |                 | <b>Craft and Structure</b>                                                                                                                                                                                                                                                          |
| PERFORMANCE 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.                                                                                                           |
| <b>STRAND</b>                                    | <b>AZ.6.RL.</b> | <b>Reading Standards for Literature</b>                                                                                                                                                                                                                                             |
| <b>CONCEPT / STANDARD</b>                        |                 | <b>Range of Reading and Level of Text Complexity</b>                                                                                                                                                                                                                                |
| PERFORMANCE 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.                                                |
| <b>STRAND</b>                                    | <b>AZ.6.W.</b>  | <b>Writing Standards</b>                                                                                                                                                                                                                                                            |
| <b>CONCEPT / STANDARD</b>                        |                 | <b>Text Types and Purposes</b>                                                                                                                                                                                                                                                      |
| <b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b> | <b>6.W.2.</b>   | <b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>                                                                                                    |
| 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.                                                                                                                                                                                           |

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| OBJECTIVE /<br>GRADE LEVEL<br>EXPECTATION       | 6.W.2.f.        | Provide a concluding statement or section that follows from the information or explanation presented.                                                                                                                                                                           |
| <b>STRAND</b>                                   | <b>AZ.6.W.</b>  | <b>Writing Standards</b>                                                                                                                                                                                                                                                        |
| <b>CONCEPT /<br/>STANDARD</b>                   |                 | <b>Production and Distribution of Writing</b>                                                                                                                                                                                                                                   |
| PERFORMANCE OBJECTIVE /<br>PROFICIENCY<br>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.)                                                        |
| PERFORMANCE OBJECTIVE /<br>PROFICIENCY<br>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.) |
| <b>STRAND</b>                                   | <b>AZ.6.W.</b>  | <b>Writing Standards</b>                                                                                                                                                                                                                                                        |
| <b>CONCEPT /<br/>STANDARD</b>                   |                 | <b>Research to Build and Present Knowledge</b>                                                                                                                                                                                                                                  |
| PERFORMANCE OBJECTIVE /<br>PROFICIENCY<br>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.                     |
| <b>STRAND</b>                                   | <b>AZ.6.W.</b>  | <b>Writing Standards</b>                                                                                                                                                                                                                                                        |
| <b>CONCEPT /<br/>STANDARD</b>                   |                 | <b>Range of Writing</b>                                                                                                                                                                                                                                                         |
| PERFORMANCE OBJECTIVE /<br>PROFICIENCY<br>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.                                                           |
| <b>STRAND</b>                                   | <b>AZ.6.SL.</b> | <b>Speaking and Listening Standards</b>                                                                                                                                                                                                                                         |
| <b>CONCEPT /<br/>STANDARD</b>                   |                 | <b>Comprehension and Collaboration</b>                                                                                                                                                                                                                                          |
| PERFORMANCE OBJECTIVE /<br>PROFICIENCY<br>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 /<br>GRADE LEVEL<br>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 /<br>GRADE LEVEL<br>EXPECTATION       | 6.SL.1.b.       | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.                                                                                                                                                                |
| OBJECTIVE /<br>GRADE LEVEL<br>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.                                                                                                                            |

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| OBJECTIVE /<br>GRADE LEVEL<br>EXPECTATION          | 6.SL.1.d.      | Review the key ideas expressed, draw conclusions, and demonstrate understanding of multiple perspectives through reflection and paraphrasing.                             |
| <b>STRAND</b>                                      | <b>AZ.6.L.</b> | <b>Language Standards</b>                                                                                                                                                 |
| CONCEPT /<br>STANDARD                              |                | Conventions of Standard English                                                                                                                                           |
| PERFORMANCE<br>OBJECTIVE /<br>PROFICIENCY<br>LEVEL | 6.L.1.         | Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.                                                                    |
| OBJECTIVE /<br>GRADE LEVEL<br>EXPECTATION          | 6.L.1.d.       | Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).                                                                                  |
| OBJECTIVE /<br>GRADE LEVEL<br>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. |
| <b>STRAND</b>                                      | <b>AZ.6.L.</b> | <b>Language Standards</b>                                                                                                                                                 |
| CONCEPT /<br>STANDARD                              |                | Knowledge of Language                                                                                                                                                     |
| PERFORMANCE<br>OBJECTIVE /<br>PROFICIENCY<br>LEVEL | 6.L.3.         | Use knowledge of language and its conventions when writing, speaking, reading, or listening.                                                                              |
| OBJECTIVE /<br>GRADE LEVEL<br>EXPECTATION          | 6.L.3.a.       | Vary sentence patterns for meaning, reader/listener interest, and style.                                                                                                  |
| <b>STRAND</b>                                      | <b>AZ.6.L.</b> | <b>Language Standards</b>                                                                                                                                                 |
| CONCEPT /<br>STANDARD                              |                | Vocabulary Acquisition and Use                                                                                                                                            |
| PERFORMANCE<br>OBJECTIVE /<br>PROFICIENCY<br>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 /<br>GRADE LEVEL<br>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 /<br>GRADE LEVEL<br>EXPECTATION          | 6.L.4.d.       | Verify the preliminary determination of the meaning of a word or phrase.                                                                                                  |
| <b>STRAND</b>                                      | <b>AZ.6.L.</b> | <b>Language Standards</b>                                                                                                                                                 |
| CONCEPT /<br>STANDARD                              |                | Vocabulary Acquisition and Use                                                                                                                                            |

|                                           |        |                                                                                                                                                                                                              |
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| PERFORMANCE 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 30: Unit 9 Formal Critique, p. 261-267

Arizona's College and Career Ready Standards

Language Arts

Grade 6 - Adopted: 2016

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|-------------------------------------------|-----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>STRAND</b>                             | <b>AZ.6.RL.</b> | <b>Reading Standards for Literature</b>                                                                                                                                    |
| <b>CONCEPT / STANDARD</b>                 |                 | <b>Key Ideas and Details</b>                                                                                                                                               |
| PERFORMANCE 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. |
| <b>STRAND</b>                             | <b>AZ.6.RL.</b> | <b>Reading Standards for Literature</b>                                                                                                                                    |
| <b>CONCEPT / STANDARD</b>                 |                 | <b>Craft and Structure</b>                                                                                                                                                 |
| PERFORMANCE 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.  |
| <b>STRAND</b>                             | <b>AZ.6.RI.</b> | <b>Reading Standards for Informational Text</b>                                                                                                                            |
| <b>CONCEPT / STANDARD</b>                 |                 | <b>Key Ideas and Details</b>                                                                                                                                               |
| PERFORMANCE 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.                                                      |
| PERFORMANCE 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 judgments.          |
| PERFORMANCE 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).                          |
| <b>STRAND</b>                             | <b>AZ.6.RI.</b> | <b>Reading Standards for Informational Text</b>                                                                                                                            |
| <b>CONCEPT / STANDARD</b>                 |                 | <b>Craft and Structure</b>                                                                                                                                                 |

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| PERFORMANCE 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.                                                                                                                                                   |
| <b>STRAND</b>                                    | <b>AZ.6.RI.</b> | <b>Reading Standards for Informational Text</b>                                                                                                                                                                                                                                     |
| <b>CONCEPT / STANDARD</b>                        |                 | <b>Integration of Knowledge and Ideas</b>                                                                                                                                                                                                                                           |
| PERFORMANCE 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.                                                                                                         |
| <b>STRAND</b>                                    | <b>AZ.6.RI.</b> | <b>Reading Standards for Informational Text</b>                                                                                                                                                                                                                                     |
| <b>CONCEPT / STANDARD</b>                        |                 | <b>Range of Reading and Level of Text Complexity</b>                                                                                                                                                                                                                                |
| PERFORMANCE 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.                                                                |
| <b>STRAND</b>                                    | <b>AZ.6.W.</b>  | <b>Writing Standards</b>                                                                                                                                                                                                                                                            |
| <b>CONCEPT / STANDARD</b>                        |                 | <b>Text Types and Purposes</b>                                                                                                                                                                                                                                                      |
| <b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b> | <b>6.W.2.</b>   | <b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>                                                                                                    |
| 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.                                                                                                                                                                               |
| <b>STRAND</b>                                    | <b>AZ.6.W.</b>  | <b>Writing Standards</b>                                                                                                                                                                                                                                                            |
| <b>CONCEPT / STANDARD</b>                        |                 | <b>Production and Distribution of Writing</b>                                                                                                                                                                                                                                       |

|                                                  |                 |                                                                                                                                                                                                                                                                                 |
|--------------------------------------------------|-----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| PERFORMANCE 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.)                                                        |
| PERFORMANCE 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.) |
| <b>STRAND</b>                                    | <b>AZ.6.W.</b>  | <b>Writing Standards</b>                                                                                                                                                                                                                                                        |
| <b>CONCEPT / STANDARD</b>                        |                 | <b>Research to Build and Present Knowledge</b>                                                                                                                                                                                                                                  |
| PERFORMANCE 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.                     |
| <b>STRAND</b>                                    | <b>AZ.6.W.</b>  | <b>Writing Standards</b>                                                                                                                                                                                                                                                        |
| <b>CONCEPT / STANDARD</b>                        |                 | <b>Research to Build and Present Knowledge</b>                                                                                                                                                                                                                                  |
| <b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b> | <b>6.W.9.</b>   | <b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>                                                                                                                                                                        |
| OBJECTIVE / GRADE LEVEL EXPECTATION              | 6.W.9.b.        | Apply grade 6 Reading standards to informational text and nonfiction.                                                                                                                                                                                                           |
| <b>STRAND</b>                                    | <b>AZ.6.W.</b>  | <b>Writing Standards</b>                                                                                                                                                                                                                                                        |
| <b>CONCEPT / STANDARD</b>                        |                 | <b>Range of Writing</b>                                                                                                                                                                                                                                                         |
| PERFORMANCE 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.                                                           |
| <b>STRAND</b>                                    | <b>AZ.6.SL.</b> | <b>Speaking and Listening Standards</b>                                                                                                                                                                                                                                         |
| <b>CONCEPT / STANDARD</b>                        |                 | <b>Comprehension and Collaboration</b>                                                                                                                                                                                                                                          |
| <b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b> | <b>6.SL.1.</b>  | <b>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.</b>                                              |
| 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.                                                                                                                                                                |

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| OBJECTIVE /<br>GRADE LEVEL<br>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 /<br>GRADE LEVEL<br>EXPECTATION                    | 6.SL.1.d.      | Review the key ideas expressed, draw conclusions, and demonstrate understanding of multiple perspectives through reflection and paraphrasing.                                 |
| <b>STRAND</b>                                                | <b>AZ.6.L.</b> | <b>Language Standards</b>                                                                                                                                                     |
| <b>CONCEPT /<br/>STANDARD</b>                                |                | <b>Conventions of Standard English</b>                                                                                                                                        |
| <b>PERFORMANCE<br/>OBJECTIVE /<br/>PROFICIENCY<br/>LEVEL</b> | <b>6.L.1.</b>  | <b>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</b>                                                                 |
| OBJECTIVE /<br>GRADE LEVEL<br>EXPECTATION                    | 6.L.1.d.       | Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).                                                                                      |
| OBJECTIVE /<br>GRADE LEVEL<br>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.     |
| <b>STRAND</b>                                                | <b>AZ.6.L.</b> | <b>Language Standards</b>                                                                                                                                                     |
| <b>CONCEPT /<br/>STANDARD</b>                                |                | <b>Knowledge of Language</b>                                                                                                                                                  |
| <b>PERFORMANCE<br/>OBJECTIVE /<br/>PROFICIENCY<br/>LEVEL</b> | <b>6.L.3.</b>  | <b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>                                                                           |
| OBJECTIVE /<br>GRADE LEVEL<br>EXPECTATION                    | 6.L.3.a.       | Vary sentence patterns for meaning, reader/listener interest, and style.                                                                                                      |
| <b>STRAND</b>                                                | <b>AZ.6.L.</b> | <b>Language Standards</b>                                                                                                                                                     |
| <b>CONCEPT /<br/>STANDARD</b>                                |                | <b>Vocabulary Acquisition and Use</b>                                                                                                                                         |
| <b>PERFORMANCE<br/>OBJECTIVE /<br/>PROFICIENCY<br/>LEVEL</b> | <b>6.L.4.</b>  | <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.</b> |
| OBJECTIVE /<br>GRADE LEVEL<br>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 /<br>GRADE LEVEL<br>EXPECTATION                    | 6.L.4.d.       | Verify the preliminary determination of the meaning of a word or phrase.                                                                                                      |
| <b>STRAND</b>                                                | <b>AZ.6.L.</b> | <b>Language Standards</b>                                                                                                                                                     |
| <b>CONCEPT /<br/>STANDARD</b>                                |                | <b>Vocabulary Acquisition and Use</b>                                                                                                                                         |

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| PERFORMANCE 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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