Main Criteria: Investigations in Writing

Secondary Criteria: Washington DC Academic Standards

Subject: Language Arts

Grade: 6

Investigations in Writing

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

Washington DC Academic Standards

Language Arts

		Language Arts
		Grade 6 - Adopted: 2010
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	6.RI.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STUDENT EXPECTATION / ESSENTIAL SKILL	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.
STUDENT EXPECTATION / ESSENTIAL SKILL	6.RI.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	6.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
CONTENT	DC.CC.6.	Reading Standards for Informational Text

Integration of Knowledge and Ideas

STANDARD /

STANDARD /

ESSENTIAL SKILL

STRAND / DISCIPLINE

RI.

STUDENT EXPECTATION / ESSENTIAL SKILL	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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD I ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	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.)
STUDENT EXPECTATION / ESSENTIAL SKILL	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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	6.W.9.b.	Apply grade 6 reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	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.
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.
EXPECTATION	6.SL.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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.

EXPECTATION	6.SL.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Presentation of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	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.
EXPECTATION	6.L.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	6.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	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 02: Unit 2: Writiing from Notes, p. 19-28

Washington DC Academic Standards

Language Arts

CONTENT STANDARD / STRAND / DISCIPLINE

RI.

DC.CC.6. Reading Standards for Informational Text

STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	6.RI.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STUDENT EXPECTATION / ESSENTIAL SKILL	6.Rl.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
STUDENT EXPECTATION / ESSENTIAL SKILL	6.RI.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	6.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Integration of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	6.Rl.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	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.
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.

EXPECTATION	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	6.W.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
EXPECTATION	6.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	6.W.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	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.)
STUDENT EXPECTATION / ESSENTIAL SKILL	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.
CONTENT STANDARD / STRAND /	DC.CC.6. W.	Writing Standards
DISCIPLINE		
		Range of Writing
STANDARD / ESSENTIAL	6.W.10.	Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
ST ANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL	6.W.10. DC.CC.6. SL.	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
STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL CONTENT STANDARD / STRAND /	DC.CC.6.	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.
STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL CONTENT STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL	DC.CC.6.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. Speaking and Listening Standards

EXPECTATION	6.SL.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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.
EXPECTATION	6.SL.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Presentation of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	6.L.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	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.
EXPECTATION	6.L.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	6.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

CONTENT
STANDARD /
STRAND /
DISCIPLINE

DC.CC.6. Language Standards L.

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	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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Washington DC Academic Standards

Language Arts

CONTENT	
STANDARD	I
STRAND /	
DISCIPLINE	

DC.CC.6. RI.

Reading Standards for Informational Text

CONTENT STANDARD /	DC.CC.6. RI.	Reading Standards for Informational Text
STUDENT EXPECTATION / ESSENTIAL SKILL	6.RI.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
STUDENT EXPECTATION / ESSENTIAL SKILL	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.
STUDENT EXPECTATION / ESSENTIAL SKILL	6.RI.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STRAND / DISCIPLINE	KI.	

STRAND / DISCIPLINE

ST ANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	6.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings

CONTENT STANDARD STRAND / DISCIPLINE
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$\begin{tabular}{ll} DC.CC.6. & Reading Standards for Informational Text RI. \end{tabular}$

ST ANDARD / ESSENTIAL SKILL		Integration of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	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.
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.
EXPECTATION	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	6.W.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
EXPECTATION	6.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	6.W.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	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.)
STUDENT EXPECTATION / ESSENTIAL SKILL	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.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	6.W.9.b.	Apply grade 6 reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	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.
CONTENT ST ANDARD / STRAND / DISCIPLINE	DC.CC.6. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	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.
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.
EXPECTATION	6.SL.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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.
EXPECTATION	6.SL.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
CONTENT STANDARD / STRAND /	DC.CC.6. SL.	Speaking and Listening Standards

STANDARD / ESSENTIAL SKILL		Presentation of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	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.
CONTENT ST ANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	6.L.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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.
CONTENT STANDARD / STRAND /	DC.CC.6. L.	Language Standards
DISCIPLINE		
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STANDARD / ESSENTIAL	6.L.4.	Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL	6.L.4. 6.L.4.a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases
STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL		Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in
STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL EXPECTATION	6.L.4.a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the
STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL EXPECTATION EXPECTATION CONTENT STANDARD / STRAND /	6.L.4.a. 6.L.4.d.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Washington DC Academic Standards

		Grade 6 - Adopted: 2010
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	6.Rl.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STUDENT EXPECTATION / ESSENTIAL SKILL	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.
STUDENT EXPECTATION / ESSENTIAL SKILL	6.RI.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	6.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Integration of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	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.
CONTENT ST ANDARD / ST RAND / DISCIPLINE	DC.CC.6. W.	Writing Standards

STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	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.
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.
EXPECTATION	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	6.W.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
EXPECTATION	6.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	6.W.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	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.)
STUDENT EXPECTATION / ESSENTIAL SKILL	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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION I ESSENTIAL SKILL	6.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	6.W.9.b.	Apply grade 6 reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").
CONTENT ST ANDARD / ST RAND / DISCIPLINE	DC.CC.6. W.	Writing Standards

STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	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.
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.
EXPECTATION	6.SL.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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.
EXPECTATION	6.SL.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
CONTENT STANDARD / STRAND / DISCIPLINE	6.SL.1.d. DC.CC.6. L.	
CONTENT STANDARD / STRAND /	DC.CC.6.	reflection and paraphrasing.
CONTENT STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL	DC.CC.6.	reflection and paraphrasing. Language Standards
CONTENT STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL	DC.CC.6. L.	reflection and paraphrasing. Language Standards Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage
CONTENT STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL	DC.CC.6. L.	reflection and paraphrasing. Language Standards Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CONTENT STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL EXPECTATION	DC.CC.6. L. 6.L.1.	Language Standards Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). Recognize variations from standard English in their own and others' writing and speaking, and
CONTENT STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL EXPECTATION CONTENT STANDARD / STRAND /	DC.CC.6. L. 6.L.1. 6.L.1.d. DC.CC.6.	Language Standards Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

STUDENT EXPECTATION I ESSENTIAL SKILL	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.
EXPECTATION	6.L.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	6.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD / STRAND /		Vocabulary Acquisition and Use

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

Washington DC Academic Standards

		Grade 6 - Adopted: 2010
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	6.RL.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STUDENT EXPECTATION / ESSENTIAL SKILL	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.
STUDENT EXPECTATION / ESSENTIAL SKILL	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.
CONTENT ST ANDARD / ST RAND / DISCIPLINE	DC.CC.6. RL.	Reading Standards for Literature

STANDARD I ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. RL.	Reading Standards for Literature
STANDARD I ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
STUDENT EXPECTATION / ESSENTIAL SKILL	6.RL.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	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.)
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	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.
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.
EXPECTATION	6.SL.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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.
EXPECTATION	6.SL.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

CONTENT
STANDARD
STRAND /
DISCIPLINE

SL.

DC.CC.6. Speaking and Listening Standards

STANDARD / ESSENTIAL SKILL		Presentation of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	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.
EXPECTATION	6.L.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	6.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	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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Washington DC Academic Standards

Language Arts

Grade 6 - Adopted: 2010

CONTENT
STANDARD
STRAND /
DISCIPLINE

DC.CC.6. RL.

Reading Standards for Literature

STANDARD	I
ESSENTIAL	
SKILL	

Key Ideas and Details

STUDENT EXPECTATION / ESSENTIAL SKILL	6.RL.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STUDENT EXPECTATION / ESSENTIAL SKILL	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.
STUDENT EXPECTATION / ESSENTIAL SKILL	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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
STUDENT EXPECTATION / ESSENTIAL SKILL	6.RL.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
	6.W.3.	Write narratives to develop real or imagined experiences or events using effective
STUDENT EXPECTATION / ESSENTIAL SKILL	cinio.	technique, relevant descriptive details, and well-structured event sequences.
EXPECTATION / ESSENTIAL	6.W.3.a.	

EXPECTATION	6.W.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
EXPECTATION	6.W.3.e.	Provide a conclusion that follows from the narrated experiences or events.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	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.)
STUDENT EXPECTATION / ESSENTIAL SKILL	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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	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.
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.
EXPECTATION	6.SL.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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.

EXPECTATION	6.SL.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	6.L.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	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.
EXPECTATION	6.L.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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.
EXPECTATION	6.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	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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Washington DC Academic Standards

Language Arts		
		Grade 6 - Adopted: 2010
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	6.RL.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STUDENT EXPECTATION / ESSENTIAL SKILL	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.
STUDENT EXPECTATION / ESSENTIAL SKILL	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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
STUDENT EXPECTATION / ESSENTIAL SKILL	6.RL.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes

STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
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.
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.
EXPECTATION	6.W.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
EXPECTATION	6.W.3.e.	Provide a conclusion that follows from the narrated experiences or events.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD I ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	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.)
STUDENT EXPECTATION / ESSENTIAL SKILL	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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	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.

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.
EXPECTATION	6.SL.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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.
EXPECTATION	6.SL.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	6.L.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	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.
EXPECTATION	6.L.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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.
EXPECTATION	6.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use

STUDENT EXPECTATION / ESSENTIAL SKILL 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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Washington DC Academic Standards

Grade 6 - Adopted: 2010		
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	6.RL.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STUDENT EXPECTATION / ESSENTIAL SKILL	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.
STUDENT EXPECTATION / ESSENTIAL SKILL	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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity

STUDENT EXPECTATION / ESSENTIAL SKILL	6.RL.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
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.
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.
EXPECTATION	6.W.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
EXPECTATION	6.W.3.e.	Provide a conclusion that follows from the narrated experiences or events.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / STRAND /		Writing Standards Production and Distribution of Writing
STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL		
STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL	w.	Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are
STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL	W. 6.W.4.	Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) With some guidance and support from peers and adults, develop and strengthen writing as
STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL CONTENT STANDARD / STRAND /	6.W.4. 6.W.5.	Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	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.
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.
EXPECTATION	6.SL.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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.
EXPECTATION	6.SL.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
SKILL		
STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STUDENT EXPECTATION / ESSENTIAL	6.L.1. 6.L.1.d.	
STUDENT EXPECTATION I ESSENTIAL SKILL		when writing or speaking.
STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.1.d.	when writing or speaking. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). Recognize variations from standard English in their own and others' writing and speaking, and
STUDENT EXPECTATION / ESSENTIAL SKILL EXPECTATION EXPECTATION CONTENT STANDARD / STRAND /	6.L.1.d. 6.L.1.e. DC.CC.6.	When writing or speaking. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
STUDENT EXPECTATION / ESSENTIAL SKILL EXPECTATION EXPECTATION CONTENT STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL	6.L.1.d. 6.L.1.e. DC.CC.6.	When writing or speaking. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. Language Standards

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.

EXPECTATION

6.L.4.c.

EXPECTATION 6.L.4.d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). CONTENT STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL 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.			
STANDARD / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT 6.L.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and EXPECTATION / ESSENTIAL comprehension or expression.	EXPECTATION	6.L.4.d.	
STUDENT 6.L.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and EXPECTATION / phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	STANDARD / STRAND /		Language Standards
EXPECTATION / phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	ESSENTIAL		Vocabulary Acquisition and Use
	EXPECTATION / ESSENTIAL	6.L.6.	phrases; gather vocabulary knowledge when considering a word or phrase important to

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Washington DC Academic Standards

Washington Do Adademio Standards		
		Language Arts
		Grade 6 - Adopted: 2010
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	6.RI.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STUDENT EXPECTATION / ESSENTIAL SKILL	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.
STUDENT EXPECTATION / ESSENTIAL SKILL	6.RI.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	6.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings

CONTENT STANDARD STRAND / DISCIPLINE
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$\begin{tabular}{ll} DC.CC.6. & Reading Standards for Informational Text RI. \end{tabular}$

ST ANDARD / ESSENTIAL SKILL		Integration of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	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.
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.
EXPECTATION	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	6.W.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
EXPECTATION	6.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	6.W.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	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.)
STUDENT EXPECTATION / ESSENTIAL SKILL	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.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	6.W.9.b.	Apply grade 6 reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	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.
CONTENT ST ANDARD / STRAND / DISCIPLINE	DC.CC.6. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	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.
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.
EXPECTATION	6.SL.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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.
EXPECTATION	6.SL.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
CONTENT STANDARD / STRAND /	DC.CC.6. L.	Language Standards

STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	6.L.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	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.
EXPECTATION	6.L.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	6.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	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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Washington DC Academic Standards

		Grade 6 - Adopted: 2010
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Key Ideas and Details

STUDENT EXPECTATION / ESSENTIAL SKILL	6.Rl.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STUDENT EXPECTATION / ESSENTIAL SKILL	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.
STUDENT EXPECTATION / ESSENTIAL SKILL	6.RI.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	6.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Integration of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	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.
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.
EXPECTATION	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

EXPECTATION	6.W.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
EXPECTATION	6.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	6.W.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	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.)
STUDENT EXPECTATION / ESSENTIAL SKILL	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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
ST ANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	6.W.9.b.	Apply grade 6 reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	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.
CONTENT STANDARD /	DC.CC.6. SL.	Speaking and Listening Standards

STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	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.
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.
EXPECTATION	6.SL.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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.
EXPECTATION	6.SL.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
CONTENT ST ANDARD / ST RAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	6.L.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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.
CONTENT ST ANDARD / ST RAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	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.
EXPECTATION	6.L.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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.
EXPECTATION	6.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

CONTENT	
STANDARD	I
STRAND /	
DISCIPLINE	

CONTENT

STRAND / DISCIPLINE

STANDARD /

RI.

DC.CC.6. Language Standards

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	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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Language Arts

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	6.RI.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STUDENT EXPECTATION / ESSENTIAL SKILL	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.
STUDENT EXPECTATION / ESSENTIAL SKILL	6.RI.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	6.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings

DC.CC.6. Reading Standards for Informational Text

ST ANDARD / ESSENTIAL SKILL		Integration of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	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.
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.
EXPECTATION	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	6.W.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
EXPECTATION	6.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	6.W.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.
CONTENT ST ANDARD / ST RAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	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.)
STUDENT EXPECTATION / ESSENTIAL SKILL	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.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	6.W.9.b.	Apply grade 6 reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	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.
CONTENT ST ANDARD / STRAND / DISCIPLINE	DC.CC.6. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	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.
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.
EXPECTATION	6.SL.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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.
EXPECTATION	6.SL.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
CONTENT STANDARD / STRAND /	DC.CC.6. L.	Language Standards

STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	6.L.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	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.
EXPECTATION	6.L.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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.
EXPECTATION	6.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	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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Language Arts

CONTENT STANDARD / STRAND / DISCIPLINE

RI.

DC.CC.6. Reading Standards for Informational Text

STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	6.RI.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STUDENT EXPECTATION / ESSENTIAL SKILL	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.
STUDENT EXPECTATION / ESSENTIAL SKILL	6.RI.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	6.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
CONTENT STANDARD / STRAND /	DC.CC.6. RI.	Reading Standards for Informational Text
DISCIPLINE		
		Integration of Knowledge and Ideas
STANDARD / ESSENTIAL	6.RI.7.	Integration of Knowledge and Ideas 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.
ST ANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL	6.Rl.7. DC.CC.6. W.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well
STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL CONTENT STANDARD / STRAND /	DC.CC.6.	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.
STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL CONTENT STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL	DC.CC.6.	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. Writing Standards

EXPECTATION	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	6.W.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
EXPECTATION	6.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	6.W.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	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.)
STUDENT EXPECTATION / ESSENTIAL SKILL	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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD /		Decearch to Build and Drecent Knowledge
ESSENTIAL SKILL		Research to Build and Present Knowledge
ESSENTIAL	6.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL	6.W.9. 6.W.9.b.	Draw evidence from literary or informational texts to support analysis, reflection, and
ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL		Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 6 reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from
ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL EXPECTATION CONTENT STANDARD / STRAND /	6.W.9.b.	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 6 reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	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.
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.
EXPECTATION	6.SL.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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.
EXPECTATION	6.SL.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	6.L.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Knowledge of Language

STANDARD I ESSENTIAL SKILL		Knowledge of Language
STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

EXPECTATION 6.L.3.a. Vary sentence patterns for meaning, reader/ listener interest, and style.

CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.6. Language Standards

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	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.
EXPECTATION	6.L.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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.
EXPECTATION	6.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / STRAND /	DC.CC.6.	Language Standards
DISCIPLINE		
		Vocabulary Acquisition and Use

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Washington DC Academic Standards

Language Arts

Grade 6 - Adopted: 2010		
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	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.)
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration

STUDENT EXPECTATION I ESSENTIAL SKILL	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.
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.
EXPECTATION	6.SL.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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.
EXPECTATION	6.SL.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Presentation of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	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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CONTENT
STANDARD /
STRAND /
DISCIPLINE

DC.CC.6. Writing Standards W.

STANDARD	I
ESSENTIAL	
SKILL	

Text Types and Purposes

STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
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.
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.
EXPECTATION	6.W.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
EXPECTATION	6.W.3.e.	Provide a conclusion that follows from the narrated experiences or events.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	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.)
STUDENT EXPECTATION / ESSENTIAL SKILL	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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL	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.
SKILL		

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.
EXPECTATION	6.SL.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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.
EXPECTATION	6.SL.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	6.L.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD I ESSENTIAL SKILL		Knowledge of Language
STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	6.L.3.a.	Vary sentence patterns for meaning, reader/ listener interest, and style.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	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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Language Arts

Grade 6 - Adopted: 2010

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
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.
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.
EXPECTATION	6.W.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
EXPECTATION	6.W.3.e.	Provide a conclusion that follows from the narrated experiences or events.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	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.)
STUDENT EXPECTATION / ESSENTIAL SKILL	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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	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.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	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.
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.
EXPECTATION	6.SL.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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.
EXPECTATION	6.SL.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
CONTENT STANDARD /	DC.CC.6. L.	Language Standards
STRAND / DISCIPLINE		
		Conventions of Standard English
STANDARD / ESSENTIAL	6.L.1.	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL	6.L.1. 6.L.1.d.	Demonstrate command of the conventions of standard English grammar and usage
STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL		Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.1.d.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). Recognize variations from standard English in their own and others' writing and speaking, and
STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL EXPECTATION EXPECTATION CONTENT STANDARD / STRAND /	6.L.1.d. 6.L.1.e. DC.CC.6.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL EXPECTATION EXPECTATION CONTENT STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL	6.L.1.d. 6.L.1.e. DC.CC.6.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. Language Standards

CONTENT DC.CC.6. Language Standards STANDARD / L. STRAND / DISCIPLINE

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	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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Washington DC Academic Standards

Language Arts		
Grade 6 - Adopted: 2010		
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	6.Rl.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STUDENT EXPECTATION / ESSENTIAL SKILL	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.
STUDENT EXPECTATION / ESSENTIAL SKILL	6.RI.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	6.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. RI.	Reading Standards for Informational Text

Integration of Knowledge and Ideas

STANDARD / ESSENTIAL

SKILL

STUDENT EXPECTATION / ESSENTIAL SKILL	6.Rl.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	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.
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.
EXPECTATION	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
ST ANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	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.)
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
STUDENT EXPECTATION / ESSENTIAL SKILL	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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards

ST ANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	6.W.9.b.	Apply grade 6 reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	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.
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.
EXPECTATION	6.SL.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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.
EXPECTATION	6.SL.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	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.
EXPECTATION	6.L.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	6.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	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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Washington DC Academic Standards

Language Arts

Language Arts		
Grade 6 - Adopted: 2010		
DC.CC.6. RI.	Reading Standards for Informational Text	
	Key Ideas and Details	
6.RI.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	
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.	
6.RI.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	
DC.CC.6. RI.	Reading Standards for Informational Text	
	Craft and Structure	
6.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings	
DC.CC.6. RI.	Reading Standards for Informational Text	
	Integration of Knowledge and Ideas	
	6.RI.2. 6.RI.3. DC.CC.6. RI.	

STUDENT EXPECTATION / ESSENTIAL SKILL	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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD I ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	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.
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.
EXPECTATION	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	6.W.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
EXPECTATION	6.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	6.W.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / STRAND /		
STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL		Writing Standards
STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL	W.	Writing Standards Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are
STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL	W. 6.W.4.	Writing Standards Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) With some guidance and support from peers and adults, develop and strengthen writing as
STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL CONTENT STANDARD / STRAND /	6.W.4. 6.W.5.	Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
STUDENT EXPECTATION / ESSENTIAL SKILL	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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	6.W.9.b.	Apply grade 6 reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. SL.	Speaking and Listening Standards
STANDARD I ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	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.
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.
EXPECTATION	6.SL.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

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.
EXPECTATION	6.SL.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	6.L.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Knowledge of Language
STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	6.L.3.a.	Vary sentence patterns for meaning, reader/ listener interest, and style.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	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.
EXPECTATION	6.L.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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.
EXPECTATION	6.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

CONTENT
STANDARD /
STRAND /
DISCIPLINE

DC.CC.6.

Language Standards

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	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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Washington DC Academic Standards

Language Arts

Grade 6 - Adopted: 2010 DC.CC.6. Reading Standards for Informational Text CONTENT STANDARD / RI. STRAND / **DISCIPLINE** STANDARD / **Key Ideas and Details ESSENTIAL SKILL** STUDENT 6.RI.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences EXPECTATION / drawn from the text. **ESSENTIAL** SKILL STUDENT 6.RI.2. Determine a central idea of a text and how it is conveyed through particular details; provide a EXPECTATION / summary of the text distinct from personal opinions or judgments. **ESSENTIAL** SKILL STUDENT 6.RI.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a EXPECTATION / text (e.g., through examples or anecdotes). **ESSENTIAL** SKILL CONTENT DC.CC.6. Reading Standards for Informational Text STANDARD / RI. STRAND / **DISCIPLINE** STANDARD / Craft and Structure **ESSENTIAL SKILL** Determine the meaning of words and phrases as they are used in a text, including figurative, STUDENT 6.RI.4. EXPECTATION / connotative, and technical meanings **ESSENTIAL** SKILL

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Integration of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	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.
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.
EXPECTATION	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
ST ANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	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.)
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

STUDENT EXPECTATION / ESSENTIAL SKILL	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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	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.
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.
EXPECTATION	6.SL.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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.
EXPECTATION	6.SL.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD / STRAND /		Language Standards Vocabulary Acquisition and Use
STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL		
STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL	L.	Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases
STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL	L. 6.L.4.	Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in
STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL EXPECTATION	6.L.4. 6.L.4.a.	Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the
STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL EXPECTATION CONTENT STANDARD / STRAND /	6.L.4.a. 6.L.4.d. DC.CC.6.	Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

STUDENT EXPECTATION / ESSENTIAL SKILL 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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Washington DC Academic Standards

Language Arts

		Grade 6 - Adopted: 2010
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	6.RI.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STUDENT EXPECTATION / ESSENTIAL SKILL	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.
STUDENT EXPECTATION / ESSENTIAL SKILL	6.RI.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	6.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Integration of Knowledge and Ideas

STUDENT EXPECTATION / ESSENTIAL SKILL	6.Rl.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD I ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	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.
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.
EXPECTATION	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	6.W.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
EXPECTATION	6.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	6.W.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.
CONTENT STANDARD / STRAND / DISCIPLINE	6.W.2.f. DC.CC.6. W.	
CONTENT STANDARD / STRAND /	DC.CC.6.	presented.
CONTENT STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL	DC.CC.6.	presented. Writing Standards
CONTENT STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL	DC.CC.6. W.	Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are
CONTENT STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL	DC.CC.6. W.	Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) With some guidance and support from peers and adults, develop and strengthen writing as
CONTENT STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL CONTENT STANDARD / STRAND /	DC.CC.6. W. 6.W.4.	Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
STUDENT EXPECTATION / ESSENTIAL SKILL	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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	6.W.9.b.	Apply grade 6 reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	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.
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.
EXPECTATION	6.SL.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

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.
EXPECTATION	6.SL.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	6.L.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Knowledge of Language
STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	6.L.3.a.	Vary sentence patterns for meaning, reader/ listener interest, and style.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	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.
EXPECTATION	6.L.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	6.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards

ST ANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	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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Language Arts		
Grade 6 - Adopted: 2010		
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	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.
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.
EXPECTATION	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	6.W.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
EXPECTATION	6.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	6.W.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	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.)

STUDENT EXPECTATION / ESSENTIAL SKILL	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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	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.
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.
EXPECTATION	6.SL.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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.
EXPECTATION	6.SL.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	6.L.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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.

STANDARD / STRAND / DISCIPLINE	L.	
STANDARD / ESSENTIAL SKILL		Knowledge of Language
STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	6.L.3.a.	Vary sentence patterns for meaning, reader/ listener interest, and style.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD / STRAND /		Language Standards Vocabulary Acquisition and Use

CONTENT

DC.CC.6. Language Standards

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Grade 6 - Adopted: 2010

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	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.
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.
EXPECTATION	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	6.W.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
EXPECTATION	6.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

EXPECTATION	6.W.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD I ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	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.)
STUDENT EXPECTATION / ESSENTIAL SKILL	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.
CONTENT ST ANDARD / ST RAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	6.W.9.b.	Apply grade 6 reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD I ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	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.

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.
EXPECTATION	6.SL.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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.
EXPECTATION	6.SL.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	6.L.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Knowledge of Language
STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	6.L.3.a.	Vary sentence patterns for meaning, reader/ listener interest, and style.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	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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Language Arts

Grade 6 - Adopted: 2010

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	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.
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.
EXPECTATION	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	6.W.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
EXPECTATION	6.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	6.W.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	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.)
STUDENT EXPECTATION / ESSENTIAL SKILL	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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge

STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	6.W.9.b.	Apply grade 6 reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	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.
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.
EXPECTATION	6.SL.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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.
EXPECTATION	6.SL.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
		Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Knowledge of Language
STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	6.L.3.a.	Vary sentence patterns for meaning, reader/ listener interest, and style.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD / STRAND /		Language Standards Vocabulary Acquisition and Use

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Grade 6 - Adopted: 2010 CONTENT DC.CC.6. **Writing Standards** STANDARD / STRAND / **DISCIPLINE** STANDARD / **Text Types and Purposes ESSENTIAL** SKILL STUDENT 6.W.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and **EXPECTATION** / information through the selection, organization, and analysis of relevant content. **ESSENTIAL SKILL 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. **EXPECTATION** 6.W.2.b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. **EXPECTATION** Use appropriate transitions to clarify the relationships among ideas and concepts. 6.W.2.c.

EXPECTATION	6.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	6.W.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	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.)
STUDENT EXPECTATION / ESSENTIAL SKILL	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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	6.W.9.b.	Apply grade 6 reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration

STUDENT EXPECTATION / ESSENTIAL SKILL Engage effectively in a range of collaborative discussions (one-on-one, in group teacher-led) with diverse partners on grade 6 topics, texts, and issues, building others' ideas and expressing their own clearly. EXPECTATION 6.SL.1.a. Come to discussions prepared, having read or studied required material; explicitly draw of preparation by referring to evidence on the topic, text, or issue to probe and reflect on idea discussion.	g on
preparation by referring to evidence on the topic, text, or issue to probe and reflect on ide	
	eas under
EXPECTATION 6.SL.1.b. Follow rules for collegial discussions, set specific goals and deadlines, and define individuals needed.	dual roles
EXPECTATION 6.SL.1.c. Pose and respond to specific questions with elaboration and detail by making comments contribute to the topic, text, or issue under discussion.	s that
EXPECTATION 6.SL.1.d. Review the key ideas expressed and demonstrate understanding of multiple perspectives reflection and paraphrasing.	s through
CONTENT DC.CC.6. Language Standards STANDARD / STRAND / DISCIPLINE	
ST ANDARD / Conventions of Standard English ESSENTIAL SKILL	
STUDENT 6.L.1. Demonstrate command of the conventions of standard English grammar and us when writing or speaking. ESSENTIAL SKILL	sage
EXPECTATION 6.L.1.d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents	ts).
EXPECTATION 6.L.1.e. Recognize variations from standard English in their own and others' writing and speaking, identify and use strategies to improve expression in conventional language.	, and
CONTENT DC.CC.6. Language Standards STANDARD / L. STRAND / DISCIPLINE	
ST ANDARD / Knowledge of Language ESSENTIAL SKILL	
STUDENT 6.L.3. Use knowledge of language and its conventions when writing, speaking, reading listening. ESSENTIAL SKILL	g, or
EXPECTATION 6.L.3.a. Vary sentence patterns for meaning, reader/ listener interest, and style.	
CONTENT DC.CC.6. Language Standards STANDARD / L. STRAND / DISCIPLINE	

STUDENT EXPECTATION / ESSENTIAL SKILL 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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CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	6.RI.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STUDENT EXPECTATION / ESSENTIAL SKILL	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.
STUDENT EXPECTATION / ESSENTIAL SKILL	6.RI.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	6.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Integration of Knowledge and Ideas

STUDENT EXPECTATION / ESSENTIAL SKILL	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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD I ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	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.
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.
EXPECTATION	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	6.W.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
EXPECTATION	6.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	6.W.2.f.	Provide a concluding statement or section that follows from the information or explanation
		presented.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / STRAND /		
STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL		Writing Standards
STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL	W.	Writing Standards Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are
STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL	W. 6.W.4.	Writing Standards Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) With some guidance and support from peers and adults, develop and strengthen writing as
STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL CONTENT STANDARD / STRAND /	6.W.4. 6.W.5.	Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

STUDENT EXPECTATION / ESSENTIAL SKILL	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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. SL.	Speaking and Listening Standards
STANDARD I ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	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.
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.
EXPECTATION	6.SL.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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.
EXPECTATION	6.SL.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	6.L.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Knowledge of Language
STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

6.L.3.a.	Vary sentence patterns for meaning, reader/ listener interest, and style.
DC.CC.6. L.	Language Standards
	Vocabulary Acquisition and Use
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.
6.L.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
6.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
DC.CC.6. L.	Language Standards
	Vocabulary Acquisition and Use
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.
	DC.CC.6. L. 6.L.4. 6.L.4.d. DC.CC.6.

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Washington DC Academic Standards

		Grade 6 - Adopted: 2010
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	6.RI.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STUDENT EXPECTATION / ESSENTIAL SKILL	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.

STUDENT EXPECTATION / ESSENTIAL SKILL	6.RI.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	6.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Integration of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	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.)
STUDENT EXPECTATION / ESSENTIAL SKILL	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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge

STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
STUDENT EXPECTATION / ESSENTIAL SKILL	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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	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.
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.
EXPECTATION	6.SL.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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.
EXPECTATION	6.SL.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use

EXPECTATION	6.L.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	6.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	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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Washington DC Academic Standards

Language Arts

Grade **6** - Adopted. **2010**

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

CONTENT STANDARD / STRAND / DISCIPLINE

STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	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.)
STUDENT EXPECTATION / ESSENTIAL SKILL	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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
ESSENTIAL	6.SL.1.	Comprehension and Collaboration Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL	6.SL.1.a.	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
ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL		Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under
ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL EXPECTATION	6.SL.1.a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles
ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL EXPECTATION EXPECTATION	6.SL.1.a. 6.SL.1.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. 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. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. Pose and respond to specific questions with elaboration and detail by making comments that
ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL EXPECTATION EXPECTATION	6.SL.1.b. 6.SL.1.c.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. Review the key ideas expressed and demonstrate understanding of multiple perspectives through
ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL EXPECTATION EXPECTATION EXPECTATION CONTENT STANDARD / STRAND /	6.SL.1.a. 6.SL.1.b. 6.SL.1.c. 6.SL.1.d.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	6.L.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Knowledge of Language
STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	6.L.3.a.	Vary sentence patterns for meaning, reader/ listener interest, and style.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	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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Washington DC Academic Standards

		Grade 6 - Adopted: 2010
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	6.RL.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

STUDENT EXPECTATION / ESSENTIAL SKILL	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.
STUDENT EXPECTATION / ESSENTIAL SKILL	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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
STUDENT EXPECTATION / ESSENTIAL SKILL	6.RL.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD I ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	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.
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.
EXPECTATION	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	6.W.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
EXPECTATION	6.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

EXPECTATION	6.W.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	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.)
STUDENT EXPECTATION / ESSENTIAL SKILL	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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION /	6.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and
ESSENTIAL SKILL		teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
	6.SL.1.a.	teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on
SKILL	6.SL.1.a. 6.SL.1.b.	teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under
EXPECTATION		teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles

DC.CC.6. Language Standards L.

STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	6.L.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Knowledge of Language
STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	6.L.3.a.	Vary sentence patterns for meaning, reader/ listener interest, and style.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	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.
EXPECTATION	6.L.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	6.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD / ESSENTIAL		Vocabulary Acquisition and Use

STUDENT
EXPECTATION /
ESSENTIAL
SKILL

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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Washington DC Academic Standards

		Grade 6 - Adopted: 2010
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	6.RI.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STUDENT EXPECTATION / ESSENTIAL SKILL	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.

STUDENT		
EXPECTATION / ESSENTIAL SKILL	6.RI.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	6.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Integration of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
ESSENTIAL	6.W.2.	Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL	6.W.2. 6.W.2.a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and
ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL		Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics
ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL EXPECTATION	6.W.2.a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information
ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL EXPECTATION EXPECTATION	6.W.2.a. 6.W.2.b.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

CONTENT	
STANDARD	
STRAND /	
DISCIPLINE	

DC.CC.6. Writing Standards W.

discussion.

ST ANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	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.)
STUDENT EXPECTATION / ESSENTIAL SKILL	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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. SL.	Speaking and Listening Standards
STANDARD / STRAND /		Speaking and Listening Standards Comprehension and Collaboration
STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL		

EXPECTATION	6.SL.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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.
EXPECTATION	6.SL.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	6.L.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Knowledge of Language
STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	6.L.3.a.	Vary sentence patterns for meaning, reader/ listener interest, and style.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	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.
EXPECTATION	6.L.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	6.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

CONTENT
STANDARD /
STRAND /
DISCIPLINE

DC.CC.6. Language Standards L.

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	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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Washington DC Academic Standards

Language Arts

CONTENT
STANDARD /
STRAND /
DISCIPLINE

DC.CC.6.

Reading Standards for Literature

STANDARD / STRAND / DISCIPLINE	RL.	
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	6.RL.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STUDENT EXPECTATION / ESSENTIAL SKILL	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.
STUDENT EXPECTATION / ESSENTIAL SKILL	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.
CONTENT STANDARD / STRAND /	DC.CC.6. RL.	Reading Standards for Literature

STRAND / DISCIPLINE

SKILL

STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL	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.

CONTENT
STANDARD
STRAND /
DISCIPLINE

RL.

DC.CC.6. Reading Standards for Literature

STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
STUDENT EXPECTATION / ESSENTIAL SKILL	6.RL.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	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.
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.
EXPECTATION	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	6.W.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
EXPECTATION	6.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	6.W.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.
CONTENT ST ANDARD / ST RAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	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.)
STUDENT EXPECTATION / ESSENTIAL SKILL	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.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	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.
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.
EXPECTATION	6.SL.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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.
EXPECTATION	6.SL.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards

Conventions of Standard English

STANDARD / ESSENTIAL SKILL

STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	6.L.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Knowledge of Language
STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	6.L.3.a.	Vary sentence patterns for meaning, reader/ listener interest, and style.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	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.
EXPECTATION	6.L.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	6.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	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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Washington DC Academic Standards

Language Arts		
		Grade 6 - Adopted: 2010
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	6.Rl.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STUDENT EXPECTATION / ESSENTIAL SKILL	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.
STUDENT EXPECTATION / ESSENTIAL SKILL	6.RI.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Craft and Structure

STUDENT EXPECTATION / ESSENTIAL SKILL	6.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Integration of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	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.
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.
EXPECTATION	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	6.W.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
EXPECTATION	6.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	6.W.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	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.)

STUDENT EXPECTATION / ESSENTIAL SKILL	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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECT ATION / ESSENTIAL SKILL	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.
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.
EXPECTATION	6.SL.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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.
	66144	Review the key ideas expressed and demonstrate understanding of multiple perspectives through
EXPECTATION	6.SL.1.d.	reflection and paraphrasing.

STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	6.L.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Knowledge of Language
STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	6.L.3.a.	Vary sentence patterns for meaning, reader/ listener interest, and style.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	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.
EXPECTATION	6.L.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	6.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	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.