

# 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

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.
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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.
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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).
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**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
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**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.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.6. W.</b>	<b>Writing Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Production and Distribution of Writing</b>
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.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.6. W.</b>	<b>Writing Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Research to Build and Present Knowledge</b>
<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>	<b>6.W.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
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").
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.6. SL.</b>	<b>Speaking and Listening Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Comprehension and Collaboration</b>
<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>	<b>6.SL.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
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.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.6.SL.</b>	<b>Speaking and Listening Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Presentation of Knowledge and Ideas</b>
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.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.6.L.</b>	<b>Language Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Vocabulary Acquisition and Use</b>
<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>	<b>6.L.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</b>
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).
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.6.L.</b>	<b>Language Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Vocabulary Acquisition and Use</b>
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.

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

## 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).
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.6. RI.</b>	<b>Reading Standards for Informational Text</b>
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
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.6. RI.</b>	<b>Reading Standards for Informational Text</b>
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.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.6. W.</b>	<b>Writing Standards</b>
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.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.6.W.</b>	<b>Writing Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Production and Distribution of Writing</b>
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.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.6.W.</b>	<b>Writing Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Range of Writing</b>
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.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.6.SL.</b>	<b>Speaking and Listening Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Comprehension and Collaboration</b>
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.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.6.SL.</b>	<b>Speaking and Listening Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Presentation of Knowledge and Ideas</b>
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.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.6.L.</b>	<b>Language Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Conventions of Standard English</b>
<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>	<b>6.L.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.6.L.</b>	<b>Language Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Vocabulary Acquisition and Use</b>
<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>	<b>6.L.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</b>
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.

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

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

**DC.CC.6. W. Writing Standards**

STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
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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.)
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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.
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**CONTENT STANDARD / STRAND / DISCIPLINE**

**DC.CC.6. Writing Standards W.**

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").
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**CONTENT STANDARD / STRAND / DISCIPLINE**

**DC.CC.6. Writing Standards W.**

STANDARD / ESSENTIAL SKILL		Range of Writing
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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.
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**CONTENT STANDARD / STRAND / DISCIPLINE**

**DC.CC.6. Speaking and Listening Standards SL.**

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.
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EXPECTATION	6.SL.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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EXPECTATION	6.SL.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
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EXPECTATION	6.SL.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
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**CONTENT STANDARD / STRAND / DISCIPLINE**

**DC.CC.6. Speaking and Listening Standards SL.**

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.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.6. L.</b>	<b>Language Standards</b>
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.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.6. L.</b>	<b>Language Standards</b>
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).
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.6. L.</b>	<b>Language Standards</b>
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.

# 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
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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.
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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.
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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).
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**CONTENT STANDARD / STRAND / DISCIPLINE**      **DC.CC.6. RI.**      **Reading Standards for Informational Text**

STANDARD / ESSENTIAL SKILL		Craft and Structure
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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
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**CONTENT STANDARD / STRAND / DISCIPLINE**      **DC.CC.6. RI.**      **Reading Standards for Informational Text**

STANDARD / ESSENTIAL SKILL		Integration of Knowledge and Ideas
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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.
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**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
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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").
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**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.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.6.SL.</b>	<b>Speaking and Listening Standards</b>
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.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.6.L.</b>	<b>Language Standards</b>
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.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.6.L.</b>	<b>Language Standards</b>
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use

<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>	<b>6.L.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</b>
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).
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.6.L.</b>	<b>Language Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Vocabulary Acquisition and Use</b>

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

## Washington DC Academic Standards

### Language Arts

Grade 6 - Adopted: 2010

**CONTENT STANDARD / STRAND / DISCIPLINE**      **DC.CC.6.RL.**      **Reading Standards for Literature**

<b>STANDARD / ESSENTIAL SKILL</b>		<b>Key Ideas and Details</b>
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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.
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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.
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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.
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**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		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**

**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.

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

**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
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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.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.6. RL.</b>	<b>Reading Standards for Literature</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Craft and Structure</b>
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.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.6. RL.</b>	<b>Reading Standards for Literature</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Range of Reading and Level of Text Complexity</b>
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.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.6. W.</b>	<b>Writing Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Text Types and Purposes</b>
<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>	<b>6.W.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>
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.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.6.W.</b>	<b>Writing Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Production and Distribution of Writing</b>
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.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.6.W.</b>	<b>Writing Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Range of Writing</b>
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.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.6.SL.</b>	<b>Speaking and Listening Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Comprehension and Collaboration</b>
<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>	<b>6.SL.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
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.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.6.L.</b>	<b>Language Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Conventions of Standard English</b>
<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>	<b>6.L.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

EXPECTATION	6.L.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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EXPECTATION	6.L.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
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**CONTENT STANDARD / STRAND / DISCIPLINE**

**DC.CC.6.L.**

**Language Standards**

<b>STANDARD / ESSENTIAL SKILL</b>		<b>Vocabulary Acquisition and Use</b>
<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>	<b>6.L.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</b>

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.
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EXPECTATION	6.L.4.c.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
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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).
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**CONTENT STANDARD / STRAND / DISCIPLINE**

**DC.CC.6.L.**

**Language Standards**

<b>STANDARD / ESSENTIAL SKILL</b>		<b>Vocabulary Acquisition and Use</b>
<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>	<b>6.L.6.</b>	<b>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b>

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

## 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
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<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>	<b>6.W.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>
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.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.6.W.</b>	<b>Writing Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Production and Distribution of Writing</b>
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.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.6.W.</b>	<b>Writing Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Range of Writing</b>
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.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.6.SL.</b>	<b>Speaking and Listening Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Comprehension and Collaboration</b>
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.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.6.L.</b>	<b>Language Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Conventions of Standard English</b>
<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>	<b>6.L.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.6.L.</b>	<b>Language Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Vocabulary Acquisition and Use</b>
<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>	<b>6.L.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</b>
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).
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.6.L.</b>	<b>Language Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Vocabulary Acquisition and Use</b>

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

## Washington DC Academic Standards

### Language Arts

Grade 6 - Adopted: 2010

<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.6. RL.</b>	<b>Reading Standards for Literature</b>
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STANDARD / ESSENTIAL SKILL		Key Ideas and Details
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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.
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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.
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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.
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<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.6. RL.</b>	<b>Reading Standards for Literature</b>
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STANDARD / ESSENTIAL SKILL		Craft and Structure
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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.
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<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.6. RL.</b>	<b>Reading Standards for Literature</b>
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STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
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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.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.6.W.</b>	<b>Writing Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Text Types and Purposes</b>
<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>	<b>6.W.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>
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.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.6.W.</b>	<b>Writing Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Production and Distribution of Writing</b>
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.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.6.W.</b>	<b>Writing Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Range of Writing</b>
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).
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.6.L.</b>	<b>Language Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Vocabulary Acquisition and Use</b>
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.

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

## Washington DC Academic Standards

### Language Arts

Grade 6 - Adopted: 2010

<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.6.RI.</b>	<b>Reading Standards for Informational Text</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Key Ideas and Details</b>
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).
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.6.RI.</b>	<b>Reading Standards for Informational Text</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Craft and Structure</b>
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
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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.
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**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.
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EXPECTATION	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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EXPECTATION	6.W.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
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EXPECTATION	6.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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EXPECTATION	6.W.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.
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**CONTENT STANDARD / STRAND / DISCIPLINE**

**DC.CC.6. W. Writing Standards**

STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
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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.)
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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.
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**CONTENT STANDARD / STRAND / DISCIPLINE**

**DC.CC.6. Writing Standards W.**

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").
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**CONTENT STANDARD / STRAND / DISCIPLINE**

**DC.CC.6. Writing Standards W.**

STANDARD / ESSENTIAL SKILL		Range of Writing
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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.
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**CONTENT STANDARD / STRAND / DISCIPLINE**

**DC.CC.6. Speaking and Listening Standards SL.**

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.
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EXPECTATION	6.SL.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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EXPECTATION	6.SL.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
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EXPECTATION	6.SL.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
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**CONTENT STANDARD / STRAND / DISCIPLINE**

**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).
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EXPECTATION	6.L.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
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**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.
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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).
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**CONTENT STANDARD / STRAND / DISCIPLINE**

**DC.CC.6.L.**    **Language Standards**

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
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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 10: Unit 4 Summarizing a Reference, p. 83-90

## 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
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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).
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.6. RI.</b>	<b>Reading Standards for Informational Text</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Craft and Structure</b>
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
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.6. RI.</b>	<b>Reading Standards for Informational Text</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Integration of Knowledge and Ideas</b>
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.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.6. W.</b>	<b>Writing Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Text Types and Purposes</b>
<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>	<b>6.W.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
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.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.6.W.</b>	<b>Writing Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Production and Distribution of Writing</b>
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.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.6.W.</b>	<b>Writing Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Research to Build and Present Knowledge</b>
<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>	<b>6.W.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
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").
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.6.W.</b>	<b>Writing Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Range of Writing</b>
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.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.6.SL.</b>	<b>Speaking and Listening Standards</b>

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.

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

**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
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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.
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**CONTENT STANDARD / STRAND / DISCIPLINE**

**DC.CC.6. W. Writing Standards**

STANDARD / ESSENTIAL SKILL		Text Types and Purposes
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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.
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EXPECTATION	6.W.2.a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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EXPECTATION	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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EXPECTATION	6.W.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
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EXPECTATION	6.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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EXPECTATION	6.W.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.
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**CONTENT STANDARD / STRAND / DISCIPLINE**

**DC.CC.6. W. Writing Standards**

STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
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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.)
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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.
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**CONTENT STANDARD / STRAND / DISCIPLINE**

**DC.CC.6. Writing Standards**

**W.**

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").
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**CONTENT STANDARD / STRAND / DISCIPLINE**

**DC.CC.6. Writing Standards**

**W.**

STANDARD / ESSENTIAL SKILL		Range of Writing
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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.
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**CONTENT STANDARD / STRAND / DISCIPLINE**

**DC.CC.6. Speaking and Listening Standards**

**SL.**

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.
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EXPECTATION	6.SL.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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EXPECTATION	6.SL.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
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EXPECTATION	6.SL.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
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**CONTENT STANDARD / STRAND / DISCIPLINE**

**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).
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EXPECTATION	6.L.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
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**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.
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EXPECTATION	6.L.4.c.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
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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).
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**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.

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

### 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).
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.6. RI.</b>	<b>Reading Standards for Informational Text</b>
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
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.6. RI.</b>	<b>Reading Standards for Informational Text</b>
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.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.6. W.</b>	<b>Writing Standards</b>
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.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.6.W.</b>	<b>Writing Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Production and Distribution of Writing</b>
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.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.6.W.</b>	<b>Writing Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Research to Build and Present Knowledge</b>
<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>	<b>6.W.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
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").
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.6.W.</b>	<b>Writing Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Range of Writing</b>
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.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.

### Lesson 13: Unit 5 Writing from Pictures, p. 113-118

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

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
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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 14: Unit 5 Writing from Pictures, p. 119-127

### 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
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<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>	<b>6.W.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>
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.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.6.W.</b>	<b>Writing Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Production and Distribution of Writing</b>
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.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.6.W.</b>	<b>Writing Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Range of Writing</b>
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.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.6.SL.</b>	<b>Speaking and Listening Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Comprehension and Collaboration</b>
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.

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

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

## 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
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.6. RI.</b>	<b>Reading Standards for Informational Text</b>
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.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.6. W.</b>	<b>Writing Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Text Types and Purposes</b>
<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>	<b>6.W.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
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.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.6. W.</b>	<b>Writing Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Production and Distribution of Writing</b>
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.)
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.6. W.</b>	<b>Writing Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Research to Build and Present Knowledge</b>
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.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.6. W.</b>	<b>Writing Standards</b>

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").
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CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6.SL.	Speaking and Listening Standards
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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.
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EXPECTATION	6.SL.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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EXPECTATION	6.SL.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
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EXPECTATION	6.SL.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
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CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6.L.	Language Standards
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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.
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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).
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CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6.L.	Language Standards
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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.

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

## 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
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.6. RI.</b>	<b>Reading Standards for Informational Text</b>
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.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.6. W.</b>	<b>Writing Standards</b>
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.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.6. W.</b>	<b>Writing Standards</b>
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.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.6. W.</b>	<b>Writing Standards</b>
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.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.6.W.</b>	<b>Writing Standards</b>
STANDARD / ESSENTIAL SKILL		<b>Research to Build and Present Knowledge</b>
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").
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.6.W.</b>	<b>Writing Standards</b>
STANDARD / ESSENTIAL SKILL		<b>Range of Writing</b>
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.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.6.SL.</b>	<b>Speaking and Listening Standards</b>
STANDARD / ESSENTIAL SKILL		<b>Comprehension and Collaboration</b>
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.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.6. L.</b>	<b>Language Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Conventions of Standard English</b>
<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>	<b>6.L.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.6. L.</b>	<b>Language Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Knowledge of Language</b>
<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>	<b>6.L.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
EXPECTATION	6.L.3.a.	Vary sentence patterns for meaning, reader/ listener interest, and style.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.6. L.</b>	<b>Language Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Vocabulary Acquisition and Use</b>
<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>	<b>6.L.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</b>
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.

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

**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
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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.
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**CONTENT STANDARD / STRAND / DISCIPLINE**

**DC.CC.6. W. Writing Standards**

STANDARD / ESSENTIAL SKILL		Text Types and Purposes
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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.
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EXPECTATION	6.W.2.a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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EXPECTATION	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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**CONTENT STANDARD / STRAND / DISCIPLINE**

**DC.CC.6. W. Writing Standards**

STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
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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.)
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**CONTENT STANDARD / STRAND / DISCIPLINE**

**DC.CC.6. W. Writing Standards**

STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
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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.
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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 / 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 19: Unit 6 Summarizing Multiple References, p. 167-175

## Washington DC Academic Standards

### Language Arts

Grade 6 - Adopted: 2010

<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.6. RI.</b>	<b>Reading Standards for Informational Text</b>
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STANDARD / ESSENTIAL SKILL		Key Ideas and Details
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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.
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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.
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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).
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<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.6. RI.</b>	<b>Reading Standards for Informational Text</b>
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STANDARD / ESSENTIAL SKILL		Craft and Structure
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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
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<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.6. RI.</b>	<b>Reading Standards for Informational Text</b>
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STANDARD / ESSENTIAL SKILL		Integration of Knowledge and Ideas
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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.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.6. W.</b>	<b>Writing Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Text Types and Purposes</b>
<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>	<b>6.W.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
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.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.6. W.</b>	<b>Writing Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Production and Distribution of Writing</b>
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.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.6. W.</b>	<b>Writing Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Research to Build and Present Knowledge</b>

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.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.6.W.</b>	<b>Writing Standards</b>
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").
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.6.W.</b>	<b>Writing Standards</b>
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.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.6.SL.</b>	<b>Speaking and Listening Standards</b>
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.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.6. L.</b>	<b>Language Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Conventions of Standard English</b>
<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>	<b>6.L.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.6. L.</b>	<b>Language Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Knowledge of Language</b>
<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>	<b>6.L.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
EXPECTATION	6.L.3.a.	Vary sentence patterns for meaning, reader/ listener interest, and style.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.6. L.</b>	<b>Language Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Vocabulary Acquisition and Use</b>
<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>	<b>6.L.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</b>
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).
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.6. L.</b>	<b>Language Standards</b>

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.

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

**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 /  
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.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.6. W.</b>	<b>Writing Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Range of Writing</b>
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.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.6. SL.</b>	<b>Speaking and Listening Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Comprehension and Collaboration</b>
<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>	<b>6.SL.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
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.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.6. L.</b>	<b>Language Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Conventions of Standard English</b>
<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>	<b>6.L.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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**

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

EXPECTATION	6.L.3.a.	Vary sentence patterns for meaning, reader/ listener interest, and style.
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**CONTENT STANDARD / STRAND / DISCIPLINE**      **DC.CC.6.L.**      **Language Standards**

<b>STANDARD / ESSENTIAL SKILL</b>		<b>Vocabulary Acquisition and Use</b>
<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>	<b>6.L.6.</b>	<b>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b>

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

## Washington DC Academic Standards

### Language Arts

Grade 6 - Adopted: 2010

**CONTENT STANDARD / STRAND / DISCIPLINE**      **DC.CC.6.W.**      **Writing Standards**

<b>STANDARD / ESSENTIAL SKILL</b>		<b>Text Types and Purposes</b>
<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>	<b>6.W.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>

EXPECTATION	6.W.2.a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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EXPECTATION	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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EXPECTATION	6.W.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
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EXPECTATION	6.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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EXPECTATION	6.W.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.6.W.</b>	<b>Writing Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Production and Distribution of Writing</b>
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.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.6.W.</b>	<b>Writing Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Research to Build and Present Knowledge</b>
<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>	<b>6.W.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
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").
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.6.W.</b>	<b>Writing Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Range of Writing</b>
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.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.6.SL.</b>	<b>Speaking and Listening Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Comprehension and Collaboration</b>
<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>	<b>6.SL.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>

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**

<b>STANDARD / ESSENTIAL SKILL</b>		<b>Conventions of Standard English</b>
<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>	<b>6.L.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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**

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

<b>STANDARD / ESSENTIAL SKILL</b>		<b>Vocabulary Acquisition and Use</b>
<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>	<b>6.L.6.</b>	<b>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b>



# Washington DC Academic Standards

## Language Arts

Grade 6 - Adopted: 2010

### CONTENT STANDARD / STRAND / DISCIPLINE

### DC.CC.6. Writing Standards

### W.

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. Writing Standards

### W.

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.
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### CONTENT STANDARD / STRAND / DISCIPLINE

### DC.CC.6. Writing Standards

### W.

STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
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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.	<b>Writing Standards</b>
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.	<b>Speaking and Listening Standards</b>
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.	<b>Language Standards</b>
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.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.6.L.</b>	<b>Language Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Knowledge of Language</b>
<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>	<b>6.L.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

EXPECTATION	6.L.3.a.	Vary sentence patterns for meaning, reader/ listener interest, and style.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.6.L.</b>	<b>Language Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Vocabulary Acquisition and Use</b>

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

## Washington DC Academic Standards

### Language Arts

Grade 6 - Adopted: 2010

<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.6.W.</b>	<b>Writing Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Text Types and Purposes</b>
<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>	<b>6.W.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
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.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.6.W.</b>	<b>Writing Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Production and Distribution of Writing</b>
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.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.6.W.</b>	<b>Writing Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Research to Build and Present Knowledge</b>
<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>	<b>6.W.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
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").
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.6.W.</b>	<b>Writing Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Range of Writing</b>
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.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.6.SL.</b>	<b>Speaking and Listening Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Comprehension and Collaboration</b>

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

**Washington DC Academic Standards**

**Language Arts**

**Grade 6 - Adopted: 2010**

<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.6. RI.</b>	<b>Reading Standards for Informational Text</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Key Ideas and Details</b>
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).
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.6. RI.</b>	<b>Reading Standards for Informational Text</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Craft and Structure</b>
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
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.6. RI.</b>	<b>Reading Standards for Informational Text</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Integration of Knowledge and Ideas</b>

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.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.6. W.</b>	<b>Writing Standards</b>
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.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.6. W.</b>	<b>Writing Standards</b>
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.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.6. W.</b>	<b>Writing Standards</b>
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.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.6. SL.</b>	<b>Speaking and Listening Standards</b>
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.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.6. L.</b>	<b>Language Standards</b>
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.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.6. L.</b>	<b>Language Standards</b>
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.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.6.L.</b>	<b>Language Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Vocabulary Acquisition and Use</b>
<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>	<b>6.L.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</b>

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.
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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).
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<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.6.L.</b>	<b>Language Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Vocabulary Acquisition and Use</b>

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

**Washington DC Academic Standards**

**Language Arts**

**Grade 6 - Adopted: 2010**

<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.6.RI.</b>	<b>Reading Standards for Informational Text</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Key Ideas and Details</b>

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.
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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.
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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).
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.6. RI.</b>	<b>Reading Standards for Informational Text</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Craft and Structure</b>
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
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.6. RI.</b>	<b>Reading Standards for Informational Text</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Integration of Knowledge and Ideas</b>
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.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.6. W.</b>	<b>Writing Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Production and Distribution of Writing</b>
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.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.6. W.</b>	<b>Writing Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Research to Build and Present Knowledge</b>

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.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.6. W.</b>	<b>Writing Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Range of Writing</b>
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.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.6. SL.</b>	<b>Speaking and Listening Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Comprehension and Collaboration</b>
<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>	<b>6.SL.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
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.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.6. L.</b>	<b>Language Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Vocabulary Acquisition and Use</b>
<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>	<b>6.L.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</b>

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).
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.6.L.</b>	<b>Language Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Vocabulary Acquisition and Use</b>
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.

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

**Washington DC Academic Standards**

**Language Arts**

**Grade 6 - Adopted: 2010**

<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.6.W.</b>	<b>Writing Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Text Types and Purposes</b>
<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>	<b>6.W.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
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.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.6.W.</b>	<b>Writing Standards</b>

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.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.6.W.</b>	<b>Writing Standards</b>
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.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.6.SL.</b>	<b>Speaking and Listening Standards</b>
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.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.6.L.</b>	<b>Language Standards</b>
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.

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

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.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.6. RL.</b>	<b>Reading Standards for Literature</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Craft and Structure</b>
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.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.6. RL.</b>	<b>Reading Standards for Literature</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Range of Reading and Level of Text Complexity</b>
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.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.6. W.</b>	<b>Writing Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Text Types and Purposes</b>
<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>	<b>6.W.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
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.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.6.W.</b>	<b>Writing Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Production and Distribution of Writing</b>
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.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.6.W.</b>	<b>Writing Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Range of Writing</b>
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.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.6.SL.</b>	<b>Speaking and Listening Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Comprehension and Collaboration</b>
<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>	<b>6.SL.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
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).
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EXPECTATION	6.L.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
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**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.
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**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.
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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).
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**CONTENT STANDARD / STRAND / DISCIPLINE**

**DC.CC.6. L.**

**Language Standards**

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
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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 28: Unit 9 Formal Critique, p. 243-250

**Washington DC Academic Standards**

**Language Arts**

Grade 6 - Adopted: 2010

**CONTENT  
STANDARD /  
STRAND /  
DISCIPLINE**

**DC.CC.6. Reading Standards for Literature**

**RL.**

<b>STANDARD / ESSENTIAL SKILL</b>		<b>Key Ideas and Details</b>
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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.
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**CONTENT  
STANDARD /  
STRAND /  
DISCIPLINE**

**DC.CC.6. Reading Standards for Literature**

**RL.**

<b>STANDARD / ESSENTIAL SKILL</b>		<b>Craft and Structure</b>
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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.
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**CONTENT  
STANDARD /  
STRAND /  
DISCIPLINE**

**DC.CC.6. Reading Standards for Informational Text**

**RI.**

<b>STANDARD / ESSENTIAL SKILL</b>		<b>Key Ideas and Details</b>
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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.
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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.
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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).
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.6. RI.</b>	<b>Reading Standards for Informational Text</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Craft and Structure</b>
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
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.6. RI.</b>	<b>Reading Standards for Informational Text</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Integration of Knowledge and Ideas</b>
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.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.6. W.</b>	<b>Writing Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Text Types and Purposes</b>
<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>	<b>6.W.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
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. Writing Standards W.**

STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
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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.)
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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.
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**CONTENT STANDARD / STRAND / DISCIPLINE**

**DC.CC.6. Writing Standards W.**

STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
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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.
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**CONTENT STANDARD / STRAND / DISCIPLINE**

**DC.CC.6. Writing Standards W.**

STANDARD / ESSENTIAL SKILL		Range of Writing
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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.
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**CONTENT STANDARD / STRAND / DISCIPLINE**

**DC.CC.6. Speaking and Listening Standards SL.**

STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
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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.
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EXPECTATION	6.SL.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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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.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.6.L.</b>	<b>Language Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Conventions of Standard English</b>
<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>	<b>6.L.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.6.L.</b>	<b>Language Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Knowledge of Language</b>
<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>	<b>6.L.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
EXPECTATION	6.L.3.a.	Vary sentence patterns for meaning, reader/ listener interest, and style.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.6.L.</b>	<b>Language Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Vocabulary Acquisition and Use</b>
<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>	<b>6.L.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</b>
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
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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 29: Unit 9 Formal Critique, p. 251-260

## 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
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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.
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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.
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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.
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**CONTENT  
STANDARD /  
STRAND /  
DISCIPLINE**

**DC.CC.6.  
RL.**

**Reading Standards for Literature**

STANDARD / ESSENTIAL SKILL		Craft and Structure
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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.
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**CONTENT STANDARD / STRAND / DISCIPLINE**

**DC.CC.6. RL. Reading Standards for Literature**

STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
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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.
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**CONTENT STANDARD / STRAND / DISCIPLINE**

**DC.CC.6. W. Writing Standards**

STANDARD / ESSENTIAL SKILL		Text Types and Purposes
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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.
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EXPECTATION	6.W.2.a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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EXPECTATION	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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EXPECTATION	6.W.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
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EXPECTATION	6.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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EXPECTATION	6.W.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.
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**CONTENT STANDARD / STRAND / DISCIPLINE**

**DC.CC.6. W. Writing Standards**

STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
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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.)
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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.
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**CONTENT STANDARD / STRAND / DISCIPLINE**

**DC.CC.6. 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. 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. 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. Language Standards**

STANDARD / ESSENTIAL SKILL		Conventions of Standard English
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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.

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

## Language Arts

Grade 6 - Adopted: 2010

**CONTENT STANDARD / STRAND / DISCIPLINE**      **DC.CC.6. RL.**      **Reading Standards for Literature**

<b>STANDARD / ESSENTIAL SKILL</b>		<b>Key Ideas and Details</b>
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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.
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**CONTENT STANDARD / STRAND / DISCIPLINE**      **DC.CC.6. RL.**      **Reading Standards for Literature**

<b>STANDARD / ESSENTIAL SKILL</b>		<b>Craft and Structure</b>
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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.
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**CONTENT STANDARD / STRAND / DISCIPLINE**      **DC.CC.6. RI.**      **Reading Standards for Informational Text**

<b>STANDARD / ESSENTIAL SKILL</b>		<b>Key Ideas and Details</b>
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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.
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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.
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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).
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**CONTENT STANDARD / STRAND / DISCIPLINE**      **DC.CC.6. RI.**      **Reading Standards for Informational Text**

<b>STANDARD / ESSENTIAL SKILL</b>		<b>Craft and Structure</b>
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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
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.6. RI.</b>	<b>Reading Standards for Informational Text</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Integration of Knowledge and Ideas</b>
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.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.6. W.</b>	<b>Writing Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Text Types and Purposes</b>
<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>	<b>6.W.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
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.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.6. W.</b>	<b>Writing Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Production and Distribution of Writing</b>
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

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).
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EXPECTATION	6.L.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
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CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
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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.
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CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
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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.
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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).
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CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
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STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
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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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