# Main Criteria: Investigations in Writing

## Secondary Criteria: Hawaii Content and Performance Standards

### Subject: Language Arts

### Grade: 6

## Investigations in Writing

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

## Hawaii Content and Performance Standards

### Language Arts

### Grade 6 - Adopted: 2025

| CONTENT STANDARD / COURSE | | Reading Anchor Standards |
|---|---|---|
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | Key Ideas and Details |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | R.1. | Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | R.2. | Determine main/central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | R.3. | Analyze how and why individuals, events, or ideas develop and interact over the course of a text. |
| CONTENT STANDARD / COURSE | | Reading Anchor Standards |
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | Craft and Structure |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | R.4. | Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. |
| CONTENT STANDARD / COURSE | | Reading Anchor Standards |
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | Range of Reading and Level of Text Complexity |

| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | R.10. | Read and comprehend complex literary and informational texts independently and proficiently. |
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| **CONTENT STANDARD / COURSE** | | **Writing Anchor Standards** |
| --- | --- | --- |

| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Text Types and Purposes** |
| --- | --- | --- |

| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | W.2. | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| --- | --- | --- |

| **CONTENT STANDARD / COURSE** | | **Writing Anchor Standards** |
| --- | --- | --- |

| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Production and Distribution of Writing** |
| --- | --- | --- |

| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | W.4. | Develop and strengthen writing that is appropriate to task, purpose, and audience by planning, revising, editing, rewriting, or trying a new approach. |
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| **CONTENT STANDARD / COURSE** | | **Speaking and Listening Anchor Standards** |
| --- | --- | --- |

| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Comprehension and Collaboration** |
| --- | --- | --- |

| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | SL.1. | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. |
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| **CONTENT STANDARD / COURSE** | | **Language Anchor Standards** |
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| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Comprehension and Collaboration** |
| --- | --- | --- |

| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | L.3. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. |
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| **CONTENT STANDARD / COURSE** | | **Language Anchor Standards** |
| --- | --- | --- |

| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | Vocabulary Acquisition and Use |
|---|---|---|
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | L.5. | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. |

| **CONTENT STANDARD / COURSE** | | **Reading Informational** |
|---|---|---|

| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | Key Ideas and Details |
|---|---|---|
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 6.RI.1. | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |

| **CONTENT STANDARD / COURSE** | | **Reading Informational** |
|---|---|---|

| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | Key Ideas and Details |
|---|---|---|
| **INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK** | **6.RI.2.** | **Analyze informational text development:** |
| EXPECTATION / TOPIC | a. | Determine a main/central idea of a text. |

| **CONTENT STANDARD / COURSE** | | **Reading Informational** |
|---|---|---|

| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | Key Ideas and Details |
|---|---|---|
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 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 / COURSE** | | **Reading Informational** |
|---|---|---|

| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | Craft and Structure |
|---|---|---|

| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 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 / COURSE** | | **Reading Informational** |
|---|---|---|

| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Range of Reading and Level of Text Complexity** |
|---|---|---|

| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 6.RI.10. | Read and comprehend informational texts appropriately complex for grade 6. |
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| **CONTENT STANDARD / COURSE** | | **Writing** |
|---|---|---|

| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Text Types and Purposes** |
|---|---|---|
| **INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK** | **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 / TOPIC | b. | Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. |
|---|---|---|

| EXPECTATION / TOPIC | d. | Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. |
|---|---|---|

| **CONTENT STANDARD / COURSE** | | **Writing** |
|---|---|---|

| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Production and Distribution of Writing** |
|---|---|---|

| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 6.W.4. | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of related Language standards.) |
|---|---|---|

| **CONTENT STANDARD / COURSE** | | **Speaking & Listening** |
|---|---|---|

| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Comprehension and Collaboration** |
|---|---|---|
| **INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK** | **6.SL.1.** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly:** |

| | | |
|---|---|---|
| EXPECTATION / TOPIC | 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 / TOPIC | 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 / TOPIC | d. | Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. |
| **CONTENT STANDARD / COURSE** | | **Speaking & Listening** |
| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Presentation of Knowledge and Ideas** |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 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 / COURSE** | | **Language** |
| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Vocabulary Acquisition and Use** |
| **INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK** | **6.L.3.** | **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 / TOPIC | 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 / TOPIC | 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 / COURSE** | | **Language** |
| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Vocabulary Acquisition and Use** |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 6.L.5. | Accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

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

## Hawaii Content and Performance Standards

# Language Arts

| CONTENT STANDARD / COURSE | | Reading Anchor Standards |
|---|---|---|
| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Key Ideas and Details** |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | R.1. | Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | R.2. | Determine main/central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | R.3. | Analyze how and why individuals, events, or ideas develop and interact over the course of a text. |

| CONTENT STANDARD / COURSE | | Reading Anchor Standards |
|---|---|---|
| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Craft and Structure** |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | R.4. | Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. |

| CONTENT STANDARD / COURSE | | Reading Anchor Standards |
|---|---|---|
| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Range of Reading and Level of Text Complexity** |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | R.10. | Read and comprehend complex literary and informational texts independently and proficiently. |

| CONTENT STANDARD / COURSE | | Writing Anchor Standards |
|---|---|---|
| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Text Types and Purposes** |

| | | |
|---|---|---|
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | W.2. | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| **CONTENT STANDARD / COURSE** | | **Writing Anchor Standards** |
| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Production and Distribution of Writing** |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | W.4. | Develop and strengthen writing that is appropriate to task, purpose, and audience by planning, revising, editing, rewriting, or trying a new approach. |
| **CONTENT STANDARD / COURSE** | | **Speaking and Listening Anchor Standards** |
| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Comprehension and Collaboration** |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | SL.1. | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. |
| **CONTENT STANDARD / COURSE** | | **Language Anchor Standards** |
| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Comprehension and Collaboration** |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | L.3. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. |
| **CONTENT STANDARD / COURSE** | | **Language Anchor Standards** |
| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Vocabulary Acquisition and Use** |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | L.5. | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. |
| **CONTENT STANDARD / COURSE** | | **Reading Informational** |

| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | Key Ideas and Details |
|---|---|---|
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 6.RI.1. | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |

| **CONTENT STANDARD / COURSE** | **Reading Informational** |
|---|---|

| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | Key Ideas and Details |
|---|---|---|
| **INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK** | **6.RI.2.** | **Analyze informational text development:** |
| EXPECTATION / TOPIC | a. | Determine a main/central idea of a text. |

| **CONTENT STANDARD / COURSE** | **Reading Informational** |
|---|---|

| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | Key Ideas and Details |
|---|---|---|
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 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 / COURSE** | **Reading Informational** |
|---|---|

| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | Craft and Structure |
|---|---|---|
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 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 / COURSE** | **Reading Informational** |
|---|---|

| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | Range of Reading and Level of Text Complexity |
|---|---|---|

| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 6.RI.10. | Read and comprehend informational texts appropriately complex for grade 6. |
|---|---|---|
| **CONTENT STANDARD / COURSE** | | **Writing** |
| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Text Types and Purposes** |
| **INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK** | **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 / TOPIC | 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 aid comprehension. |
| EXPECTATION / TOPIC | b. | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |
| EXPECTATION / TOPIC | c. | Use appropriate transitions to clarify the relationships among ideas and concepts. |
| EXPECTATION / TOPIC | d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| EXPECTATION / TOPIC | f. | Provide a concluding statement or section that follows from the information or explanation presented. |
| **CONTENT STANDARD / COURSE** | | **Writing** |
| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Text Types and Purposes** |
| **INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK** | **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 / TOPIC | b. | Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. |
| EXPECTATION / TOPIC | d. | Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. |
| **CONTENT STANDARD / COURSE** | | **Writing** |
| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Production and Distribution of Writing** |

| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 6.W.4. | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of related Language standards.) |
|---|---|---|

| **CONTENT STANDARD / COURSE** | | **Speaking & Listening** |
|---|---|---|

| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | **Comprehension and Collaboration** |
|---|---|---|
| **INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK** | **6.SL.1.** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly:** |
| EXPECTATION / TOPIC | 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 / TOPIC | 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 / TOPIC | d. | Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. |

| **CONTENT STANDARD / COURSE** | | **Speaking & Listening** |
|---|---|---|

| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | **Presentation of Knowledge and Ideas** |
|---|---|---|
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 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 / COURSE** | | **Language** |
|---|---|---|

| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | **Vocabulary Acquisition and Use** |
|---|---|---|
| **INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK** | **6.L.3.** | **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 / TOPIC | 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 / TOPIC | 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 / COURSE | | Language |
|---|---|---|
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | Vocabulary Acquisition and Use |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 6.L.5. | Accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

<div style="text-align: center; border: 1px dashed teal; background: #e0f7f5;">Lesson 03: Unit 2: Writiing from Notes, p. 29-34</div>

## Hawaii Content and Performance Standards

### Language Arts

Grade **6** - Adopted: **2025**

| CONTENT STANDARD / COURSE | | Reading Anchor Standards |
|---|---|---|
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | Key Ideas and Details |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | R.1. | Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | R.2. | Determine main/central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | R.3. | Analyze how and why individuals, events, or ideas develop and interact over the course of a text. |
| CONTENT STANDARD / COURSE | | Reading Anchor Standards |
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | Craft and Structure |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | R.4. | Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. |
| CONTENT STANDARD / COURSE | | Reading Anchor Standards |

| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | Range of Reading and Level of Text Complexity |
|---|---|---|
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | R.10. | Read and comprehend complex literary and informational texts independently and proficiently. |

| CONTENT STANDARD / COURSE | | Writing Anchor Standards |
|---|---|---|
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | Text Types and Purposes |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | W.2. | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |

| CONTENT STANDARD / COURSE | | Writing Anchor Standards |
|---|---|---|
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | Production and Distribution of Writing |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | W.4. | Develop and strengthen writing that is appropriate to task, purpose, and audience by planning, revising, editing, rewriting, or trying a new approach. |

| CONTENT STANDARD / COURSE | | Speaking and Listening Anchor Standards |
|---|---|---|
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | Comprehension and Collaboration |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | SL.1. | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. |

| CONTENT STANDARD / COURSE | | Language Anchor Standards |
|---|---|---|
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | Comprehension and Collaboration |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | L.3. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. |

| CONTENT STANDARD / COURSE | | Language Anchor Standards |
|---|---|---|
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | **Vocabulary Acquisition and Use** |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | L.5. | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. |
| **CONTENT STANDARD / COURSE** | | **Reading Informational** |
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | **Key Ideas and Details** |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 6.RI.1. | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| **CONTENT STANDARD / COURSE** | | **Reading Informational** |
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | **Key Ideas and Details** |
| **INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK** | **6.RI.2.** | **Analyze informational text development:** |
| EXPECTATION / TOPIC | a. | Determine a main/central idea of a text. |
| **CONTENT STANDARD / COURSE** | | **Reading Informational** |
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | **Key Ideas and Details** |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 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 / COURSE** | | **Reading Informational** |
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | **Craft and Structure** |

| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 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 / COURSE | | **Reading Informational** |
|---|---|---|

| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | **Range of Reading and Level of Text Complexity** |
|---|---|---|

| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 6.RI.10. | Read and comprehend informational texts appropriately complex for grade 6. |
|---|---|---|

| CONTENT STANDARD / COURSE | | **Writing** |
|---|---|---|

| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | **Text Types and Purposes** |
|---|---|---|
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 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 / TOPIC | 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 aid comprehension. |
|---|---|---|

| EXPECTATION / TOPIC | b. | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |
|---|---|---|

| EXPECTATION / TOPIC | c. | Use appropriate transitions to clarify the relationships among ideas and concepts. |
|---|---|---|

| EXPECTATION / TOPIC | d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
|---|---|---|

| EXPECTATION / TOPIC | f. | Provide a concluding statement or section that follows from the information or explanation presented. |
|---|---|---|

| CONTENT STANDARD / COURSE | | **Writing** |
|---|---|---|

| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | **Text Types and Purposes** |
|---|---|---|
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 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 / TOPIC | b. | Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. |
|---|---|---|
| EXPECTATION / TOPIC | d. | Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. |

| **CONTENT STANDARD / COURSE** | | **Writing** |
|---|---|---|
| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Production and Distribution of Writing** |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 6.W.4. | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of related Language standards.) |

| **CONTENT STANDARD / COURSE** | | **Speaking & Listening** |
|---|---|---|
| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Comprehension and Collaboration** |
| **INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK** | **6.SL.1.** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly:** |
| EXPECTATION / TOPIC | 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 / TOPIC | 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 / TOPIC | d. | Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. |

| **CONTENT STANDARD / COURSE** | | **Speaking & Listening** |
|---|---|---|
| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Presentation of Knowledge and Ideas** |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 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 / COURSE** | | **Language** |
|---|---|---|

| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | Vocabulary Acquisition and Use |
|---|---|---|
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 6.L.3. | 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 / TOPIC | 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 / TOPIC | 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 / COURSE | | Language |
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | Vocabulary Acquisition and Use |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 6.L.5. | Accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

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

## Hawaii Content and Performance Standards

### Language Arts

Grade **6** - Adopted: **2025**

| CONTENT STANDARD / COURSE | | Reading Anchor Standards |
|---|---|---|
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | Key Ideas and Details |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | R.1. | Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | R.2. | Determine main/central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | R.3. | Analyze how and why individuals, events, or ideas develop and interact over the course of a text. |

| CONTENT STANDARD / COURSE | | **Reading Anchor Standards** |
|---|---|---|
| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Craft and Structure** |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | R.4. | Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. |

| CONTENT STANDARD / COURSE | | **Reading Anchor Standards** |
|---|---|---|
| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Range of Reading and Level of Text Complexity** |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | R.10. | Read and comprehend complex literary and informational texts independently and proficiently. |

| CONTENT STANDARD / COURSE | | **Writing Anchor Standards** |
|---|---|---|
| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Text Types and Purposes** |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | W.2. | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |

| CONTENT STANDARD / COURSE | | **Writing Anchor Standards** |
|---|---|---|
| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Production and Distribution of Writing** |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | W.4. | Develop and strengthen writing that is appropriate to task, purpose, and audience by planning, revising, editing, rewriting, or trying a new approach. |

| CONTENT STANDARD / COURSE | | **Speaking and Listening Anchor Standards** |
|---|---|---|
| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Comprehension and Collaboration** |

| | | |
|---|---|---|
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | SL.1. | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. |

| | | |
|---|---|---|
| **CONTENT STANDARD / COURSE** | | **Language Anchor Standards** |

| | | |
|---|---|---|
| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Comprehension and Collaboration** |

| | | |
|---|---|---|
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | L.3. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. |

| | | |
|---|---|---|
| **CONTENT STANDARD / COURSE** | | **Language Anchor Standards** |

| | | |
|---|---|---|
| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Vocabulary Acquisition and Use** |

| | | |
|---|---|---|
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | L.5. | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. |

| | | |
|---|---|---|
| **CONTENT STANDARD / COURSE** | | **Reading Informational** |

| | | |
|---|---|---|
| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Key Ideas and Details** |

| | | |
|---|---|---|
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 6.RI.1. | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |

| | | |
|---|---|---|
| **CONTENT STANDARD / COURSE** | | **Reading Informational** |

| | | |
|---|---|---|
| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Key Ideas and Details** |
| **INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK** | **6.RI.2.** | **Analyze informational text development:** |

| | | |
|---|---|---|
| EXPECTATION / TOPIC | a. | Determine a main/central idea of a text. |

| CONTENT STANDARD / COURSE | | Reading Informational |
| --- | --- | --- |
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | Key Ideas and Details |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 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 / COURSE | | Reading Informational |
| --- | --- | --- |
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | Craft and Structure |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 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 / COURSE | | Reading Informational |
| --- | --- | --- |
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | Range of Reading and Level of Text Complexity |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 6.RI.10. | Read and comprehend informational texts appropriately complex for grade 6. |

| CONTENT STANDARD / COURSE | | Writing |
| --- | --- | --- |
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | Text Types and Purposes |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 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 / TOPIC | 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 aid comprehension. |
| EXPECTATION / TOPIC | b. | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |
| EXPECTATION / TOPIC | c. | Use appropriate transitions to clarify the relationships among ideas and concepts. |

| EXPECTATION / TOPIC | d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
|---|---|---|
| EXPECTATION / TOPIC | f. | Provide a concluding statement or section that follows from the information or explanation presented. |

| **CONTENT STANDARD / COURSE** | | **Writing** |
|---|---|---|
| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Text Types and Purposes** |
| **INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK** | **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 / TOPIC | b. | Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. |
| EXPECTATION / TOPIC | d. | Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. |

| **CONTENT STANDARD / COURSE** | | **Writing** |
|---|---|---|
| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Production and Distribution of Writing** |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 6.W.4. | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of related Language standards.) |

| **CONTENT STANDARD / COURSE** | | **Speaking & Listening** |
|---|---|---|
| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Comprehension and Collaboration** |
| **INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK** | **6.SL.1.** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly:** |
| EXPECTATION / TOPIC | 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 / TOPIC | 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 / TOPIC | d. | Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. |

| CONTENT STANDARD / COURSE | | Speaking & Listening |
|---|---|---|
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | Presentation of Knowledge and Ideas |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 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 / COURSE | | Language |
|---|---|---|
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | Vocabulary Acquisition and Use |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 6.L.3. | 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 / TOPIC | 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 / TOPIC | 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 / COURSE | | Language |
|---|---|---|
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | Vocabulary Acquisition and Use |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 6.L.5. | Accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

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

## Hawaii Content and Performance Standards

### Language Arts

Grade 6 - Adopted: 2025

| CONTENT STANDARD / COURSE | | Reading Anchor Standards |
|---|---|---|
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | Key Ideas and Details |

| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | R.1. | Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |
| --- | --- | --- |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | R.2. | Determine main/central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | R.3. | Analyze how and why individuals, events, or ideas develop and interact over the course of a text. |
| **CONTENT STANDARD / COURSE** | | **Reading Anchor Standards** |
| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Range of Reading and Level of Text Complexity** |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | R.10. | Read and comprehend complex literary and informational texts independently and proficiently. |
| **CONTENT STANDARD / COURSE** | | **Writing Anchor Standards** |
| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Text Types and Purposes** |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | W.2. | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| **CONTENT STANDARD / COURSE** | | **Speaking and Listening Anchor Standards** |
| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Comprehension and Collaboration** |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | SL.1. | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. |
| **CONTENT STANDARD / COURSE** | | **Language Anchor Standards** |

| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | Comprehension and Collaboration |
|---|---|---|
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | L.3. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. |
| **CONTENT STANDARD / COURSE** | | **Language Anchor Standards** |
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | Vocabulary Acquisition and Use |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | L.5. | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. |
| **CONTENT STANDARD / COURSE** | | **Reading Literature** |
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | Key Ideas and Details |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 6.RL.1. | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| **CONTENT STANDARD / COURSE** | | **Reading Literature** |
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | Key Ideas and Details |
| **INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK** | **6.RL.3.** | **Analyze literary elements:** |
| EXPECTATION / TOPIC | a. | 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 / COURSE** | | **Reading Literature** |
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | Craft and Structure |

| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 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 / COURSE** | | **Reading Literature** |
|---|---|---|

| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Range of Reading and Level of Text Complexity** |
|---|---|---|

| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 6.RL.10. | Read and comprehend literary texts appropriately complex for grade 6. |
|---|---|---|

| **CONTENT STANDARD / COURSE** | | **Writing** |
|---|---|---|

| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Text Types and Purposes** |
|---|---|---|
| **INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK** | **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 / TOPIC | b. | Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. |
|---|---|---|

| EXPECTATION / TOPIC | d. | Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. |
|---|---|---|

| **CONTENT STANDARD / COURSE** | | **Speaking & Listening** |
|---|---|---|

| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Comprehension and Collaboration** |
|---|---|---|
| **INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK** | **6.SL.1.** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly:** |

| EXPECTATION / TOPIC | 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 / TOPIC | 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 / TOPIC | d. | Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. |
|---|---|---|

| CONTENT STANDARD / COURSE | | Speaking & Listening |
|---|---|---|
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | **Presentation of Knowledge and Ideas** |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 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 / COURSE | | **Language** |
|---|---|---|
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | **Vocabulary Acquisition and Use** |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | **6.L.3.** | **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 / TOPIC | 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 / TOPIC | 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 / COURSE | | **Language** |
|---|---|---|
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | **Vocabulary Acquisition and Use** |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 6.L.5. | Accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

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

## Hawaii Content and Performance Standards

### Language Arts

Grade **6** - Adopted: **2025**

| CONTENT STANDARD / COURSE | | **Reading Anchor Standards** |
|---|---|---|
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | **Key Ideas and Details** |

| | | |
|---|---|---|
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | R.1. | Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | R.2. | Determine main/central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | R.3. | Analyze how and why individuals, events, or ideas develop and interact over the course of a text. |
| **CONTENT STANDARD / COURSE** | | **Reading Anchor Standards** |
| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Range of Reading and Level of Text Complexity** |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | R.10. | Read and comprehend complex literary and informational texts independently and proficiently. |
| **CONTENT STANDARD / COURSE** | | **Writing Anchor Standards** |
| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Text Types and Purposes** |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | W.2. | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | W.3. | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences. |
| **CONTENT STANDARD / COURSE** | | **Writing Anchor Standards** |
| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Production and Distribution of Writing** |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | W.4. | Develop and strengthen writing that is appropriate to task, purpose, and audience by planning, revising, editing, rewriting, or trying a new approach. |

| CONTENT STANDARD / COURSE | | Speaking and Listening Anchor Standards |
|---|---|---|
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | Comprehension and Collaboration |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | SL.1. | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. |

| CONTENT STANDARD / COURSE | | Language Anchor Standards |
|---|---|---|
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | Comprehension and Collaboration |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | L.3. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. |

| CONTENT STANDARD / COURSE | | Language Anchor Standards |
|---|---|---|
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | Vocabulary Acquisition and Use |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | L.5. | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. |

| CONTENT STANDARD / COURSE | | Reading Literature |
|---|---|---|
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | Key Ideas and Details |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 6.RL.1. | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |

| CONTENT STANDARD / COURSE | | Reading Literature |
|---|---|---|
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | Key Ideas and Details |

| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 6.RL.3. | Analyze literary elements: |
|---|---|---|
| EXPECTATION / TOPIC | a. | 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 / COURSE | | Reading Literature |
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | Craft and Structure |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 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 / COURSE | | Reading Literature |
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | Range of Reading and Level of Text Complexity |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 6.RL.10. | Read and comprehend literary texts appropriately complex for grade 6. |
| CONTENT STANDARD / COURSE | | Writing |
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | Text Types and Purposes |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 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 / TOPIC | 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 / TOPIC | b. | Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. |
| EXPECTATION / TOPIC | 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 / TOPIC | d. | Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. |
| EXPECTATION / TOPIC | e. | Provide a conclusion that follows from the narrated experiences or events. |

| CONTENT STANDARD / COURSE | | Writing |
|---|---|---|
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | Production and Distribution of Writing |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 6.W.4. | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of related Language standards.) |
| CONTENT STANDARD / COURSE | | Speaking & Listening |
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | Comprehension and Collaboration |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 6.SL.1. | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly: |
| EXPECTATION / TOPIC | 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 / TOPIC | 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 / TOPIC | d. | Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. |
| CONTENT STANDARD / COURSE | | Speaking & Listening |
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | Presentation of Knowledge and Ideas |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 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 / COURSE | | Language |
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | Vocabulary Acquisition and Use |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 6.L.3. | 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 / TOPIC | 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 / TOPIC | 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 / TOPIC | 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 / COURSE** | | **Language** |
| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Vocabulary Acquisition and Use** |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 6.L.5. | Accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

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

# Hawaii Content and Performance Standards

## Language Arts

### Grade 6 - Adopted: 2025

| **CONTENT STANDARD / COURSE** | | **Reading Anchor Standards** |
|---|---|---|
| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Key Ideas and Details** |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | R.1. | Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | R.2. | Determine main/central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | R.3. | Analyze how and why individuals, events, or ideas develop and interact over the course of a text. |
| **CONTENT STANDARD / COURSE** | | **Reading Anchor Standards** |

| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | Range of Reading and Level of Text Complexity |
|---|---|---|
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | R.10. | Read and comprehend complex literary and informational texts independently and proficiently. |

| CONTENT STANDARD / COURSE | | Writing Anchor Standards |
|---|---|---|

| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | Text Types and Purposes |
|---|---|---|
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | W.2. | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | W.3. | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences. |

| CONTENT STANDARD / COURSE | | Writing Anchor Standards |
|---|---|---|

| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | Production and Distribution of Writing |
|---|---|---|
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | W.4. | Develop and strengthen writing that is appropriate to task, purpose, and audience by planning, revising, editing, rewriting, or trying a new approach. |

| CONTENT STANDARD / COURSE | | Speaking and Listening Anchor Standards |
|---|---|---|

| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | Comprehension and Collaboration |
|---|---|---|
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | SL.1. | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. |

| CONTENT STANDARD / COURSE | | Language Anchor Standards |
|---|---|---|

| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | Comprehension and Collaboration |
|---|---|---|

| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | L.3. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. |
| --- | --- | --- |

| CONTENT STANDARD / COURSE | | **Language Anchor Standards** |
| --- | --- | --- |

| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | **Vocabulary Acquisition and Use** |
| --- | --- | --- |

| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | L.5. | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. |
| --- | --- | --- |

| CONTENT STANDARD / COURSE | | **Reading Literature** |
| --- | --- | --- |

| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | **Key Ideas and Details** |
| --- | --- | --- |

| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 6.RL.1. | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| --- | --- | --- |

| CONTENT STANDARD / COURSE | | **Reading Literature** |
| --- | --- | --- |

| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | **Key Ideas and Details** |
| --- | --- | --- |
| **INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK** | **6.RL.3.** | **Analyze literary elements:** |

| EXPECTATION / TOPIC | a. | 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 / COURSE | | **Reading Literature** |
| --- | --- | --- |

| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | **Craft and Structure** |
| --- | --- | --- |

| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 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 / COURSE | | Reading Literature |
|---|---|---|
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | Range of Reading and Level of Text Complexity |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 6.RL.10. | Read and comprehend literary texts appropriately complex for grade 6. |

| CONTENT STANDARD / COURSE | | Writing |
|---|---|---|
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | Text Types and Purposes |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 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 / TOPIC | 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 / TOPIC | b. | Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. |
| EXPECTATION / TOPIC | 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 / TOPIC | d. | Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. |
| EXPECTATION / TOPIC | e. | Provide a conclusion that follows from the narrated experiences or events. |

| CONTENT STANDARD / COURSE | | Writing |
|---|---|---|
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | Production and Distribution of Writing |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 6.W.4. | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of related Language standards.) |

| CONTENT STANDARD / COURSE | | Speaking & Listening |
|---|---|---|
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | Comprehension and Collaboration |

| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 6.SL.1. | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly: |
|---|---|---|
| EXPECTATION / TOPIC | 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 / TOPIC | 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 / TOPIC | d. | Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. |
| CONTENT STANDARD / COURSE | | Speaking & Listening |
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | Presentation of Knowledge and Ideas |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 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 / COURSE | | Language |
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | Vocabulary Acquisition and Use |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 6.L.3. | 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 / TOPIC | 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 / TOPIC | 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 / TOPIC | 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 / COURSE | | Language |
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | Vocabulary Acquisition and Use |

| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 6.L.5. | Accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| --- | --- | --- |

<div style="text-align:center">

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

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## Hawaii Content and Performance Standards

### Language Arts

#### Grade 6 - Adopted: 2025

| CONTENT STANDARD / COURSE | | **Reading Anchor Standards** |
| --- | --- | --- |
| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Key Ideas and Details** |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | R.1. | Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | R.2. | Determine main/central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | R.3. | Analyze how and why individuals, events, or ideas develop and interact over the course of a text. |
| **CONTENT STANDARD / COURSE** | | **Reading Anchor Standards** |
| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Range of Reading and Level of Text Complexity** |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | R.10. | Read and comprehend complex literary and informational texts independently and proficiently. |
| **CONTENT STANDARD / COURSE** | | **Writing Anchor Standards** |
| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Text Types and Purposes** |

| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | W.2. | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
|---|---|---|
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | W.3. | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences. |

| CONTENT STANDARD / COURSE | | **Writing Anchor Standards** |
|---|---|---|
| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Production and Distribution of Writing** |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | W.4. | Develop and strengthen writing that is appropriate to task, purpose, and audience by planning, revising, editing, rewriting, or trying a new approach. |

| CONTENT STANDARD / COURSE | | **Speaking and Listening Anchor Standards** |
|---|---|---|
| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Comprehension and Collaboration** |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | SL.1. | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. |

| CONTENT STANDARD / COURSE | | **Language Anchor Standards** |
|---|---|---|
| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Comprehension and Collaboration** |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | L.3. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. |

| CONTENT STANDARD / COURSE | | **Language Anchor Standards** |
|---|---|---|
| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Vocabulary Acquisition and Use** |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | L.5. | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. |

| **CONTENT STANDARD / COURSE** | | **Reading Literature** |
|---|---|---|
| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Key Ideas and Details** |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 6.RL.1. | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |

| **CONTENT STANDARD / COURSE** | | **Reading Literature** |
|---|---|---|
| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Key Ideas and Details** |
| **INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK** | **6.RL.3.** | **Analyze literary elements:** |
| EXPECTATION / TOPIC | a. | 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 / COURSE** | | **Reading Literature** |
|---|---|---|
| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Craft and Structure** |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 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 / COURSE** | | **Reading Literature** |
|---|---|---|
| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Range of Reading and Level of Text Complexity** |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 6.RL.10. | Read and comprehend literary texts appropriately complex for grade 6. |

| CONTENT STANDARD / COURSE | | **Writing** |
|---|---|---|
| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Text Types and Purposes** |
| **INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK** | **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 / TOPIC | 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 / TOPIC | b. | Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. |
| EXPECTATION / TOPIC | 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 / TOPIC | d. | Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. |
| EXPECTATION / TOPIC | e. | Provide a conclusion that follows from the narrated experiences or events. |

| CONTENT STANDARD / COURSE | | **Writing** |
|---|---|---|
| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Production and Distribution of Writing** |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 6.W.4. | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of related Language standards.) |

| CONTENT STANDARD / COURSE | | **Speaking & Listening** |
|---|---|---|
| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Comprehension and Collaboration** |
| **INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK** | **6.SL.1.** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly:** |
| EXPECTATION / TOPIC | 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 / TOPIC | 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 / TOPIC | d. | Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. |

| CONTENT STANDARD / COURSE | | **Speaking & Listening** |
|---|---|---|
| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Presentation of Knowledge and Ideas** |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 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 / COURSE | | **Language** |
|---|---|---|
| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Vocabulary Acquisition and Use** |
| **INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK** | **6.L.3.** | **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 / TOPIC | 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 / TOPIC | 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 / TOPIC | 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 / COURSE | | **Language** |
|---|---|---|
| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Vocabulary Acquisition and Use** |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 6.L.5. | Accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

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

## Hawaii Content and Performance Standards

### Language Arts

Grade **6** - Adopted: **2025**

| CONTENT STANDARD / COURSE | | Reading Anchor Standards |
|---|---|---|
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | Key Ideas and Details |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | R.1. | Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | R.2. | Determine main/central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | R.3. | Analyze how and why individuals, events, or ideas develop and interact over the course of a text. |

| CONTENT STANDARD / COURSE | | Reading Anchor Standards |
|---|---|---|
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | Craft and Structure |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | R.4. | Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. |

| CONTENT STANDARD / COURSE | | Reading Anchor Standards |
|---|---|---|
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | Range of Reading and Level of Text Complexity |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | R.10. | Read and comprehend complex literary and informational texts independently and proficiently. |

| CONTENT STANDARD / COURSE | | Writing Anchor Standards |
|---|---|---|
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | Text Types and Purposes |

| | | |
|---|---|---|
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | W.2. | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| **CONTENT STANDARD / COURSE** | | **Writing Anchor Standards** |
| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Production and Distribution of Writing** |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | W.4. | Develop and strengthen writing that is appropriate to task, purpose, and audience by planning, revising, editing, rewriting, or trying a new approach. |
| **CONTENT STANDARD / COURSE** | | **Speaking and Listening Anchor Standards** |
| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Comprehension and Collaboration** |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | SL.1. | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. |
| **CONTENT STANDARD / COURSE** | | **Language Anchor Standards** |
| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Comprehension and Collaboration** |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | L.3. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. |
| **CONTENT STANDARD / COURSE** | | **Language Anchor Standards** |
| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Vocabulary Acquisition and Use** |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | L.5. | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. |
| **CONTENT STANDARD / COURSE** | | **Reading Informational** |

| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | Key Ideas and Details |
|---|---|---|
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 6.RI.1. | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |

| CONTENT STANDARD / COURSE | | Reading Informational |
|---|---|---|
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | Key Ideas and Details |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 6.RI.2. | Analyze informational text development: |
| EXPECTATION / TOPIC | a. | Determine a main/central idea of a text. |

| CONTENT STANDARD / COURSE | | Reading Informational |
|---|---|---|
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | Key Ideas and Details |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 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 / COURSE | | Reading Informational |
|---|---|---|
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | Craft and Structure |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 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 / COURSE | | Reading Informational |
|---|---|---|
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | Range of Reading and Level of Text Complexity |

| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 6.RI.10. | Read and comprehend informational texts appropriately complex for grade 6. |
|---|---|---|

| **CONTENT STANDARD / COURSE** | | **Writing** |
|---|---|---|

| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Text Types and Purposes** |
|---|---|---|
| **INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK** | **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 / TOPIC | 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 aid comprehension. |
|---|---|---|
| EXPECTATION / TOPIC | b. | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |
| EXPECTATION / TOPIC | c. | Use appropriate transitions to clarify the relationships among ideas and concepts. |
| EXPECTATION / TOPIC | d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| EXPECTATION / TOPIC | f. | Provide a concluding statement or section that follows from the information or explanation presented. |

| **CONTENT STANDARD / COURSE** | | **Writing** |
|---|---|---|

| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Text Types and Purposes** |
|---|---|---|
| **INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK** | **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 / TOPIC | b. | Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. |
|---|---|---|
| EXPECTATION / TOPIC | d. | Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. |

| **CONTENT STANDARD / COURSE** | | **Writing** |
|---|---|---|

| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Production and Distribution of Writing** |
|---|---|---|

| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 6.W.4. | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of related Language standards.) |
|---|---|---|

| CONTENT STANDARD / COURSE | | **Speaking & Listening** |
|---|---|---|

| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | **Comprehension and Collaboration** |
|---|---|---|
| **INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK** | **6.SL.1.** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly:** |
| EXPECTATION / TOPIC | 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 / TOPIC | 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 / TOPIC | d. | Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. |

| CONTENT STANDARD / COURSE | | **Speaking & Listening** |
|---|---|---|

| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | **Presentation of Knowledge and Ideas** |
|---|---|---|
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 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 / COURSE | | **Language** |
|---|---|---|

| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | **Vocabulary Acquisition and Use** |
|---|---|---|
| **INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK** | **6.L.3.** | **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 / TOPIC | 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 / TOPIC | 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 / COURSE | | Language |
|---|---|---|
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | Vocabulary Acquisition and Use |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 6.L.5. | Accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

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

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## Hawaii Content and Performance Standards

### Language Arts

Grade **6** - Adopted: **2025**

| CONTENT STANDARD / COURSE | | Reading Anchor Standards |
|---|---|---|
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | Key Ideas and Details |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | R.1. | Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | R.2. | Determine main/central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | R.3. | Analyze how and why individuals, events, or ideas develop and interact over the course of a text. |
| CONTENT STANDARD / COURSE | | Reading Anchor Standards |
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | Craft and Structure |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | R.4. | Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. |
| CONTENT STANDARD / COURSE | | Reading Anchor Standards |

| STANDARD /<br>PERFORMANCE<br>INDICATOR /<br>DOMAIN | | Range of Reading and Level of Text Complexity |
|---|---|---|
| INDICATOR /<br>GRADE LEVEL<br>EXPECTATION /<br>BENCHMARK | R.10. | Read and comprehend complex literary and informational texts independently and proficiently. |

| **CONTENT<br>STANDARD /<br>COURSE** | | **Writing Anchor Standards** |
|---|---|---|

| STANDARD /<br>PERFORMANCE<br>INDICATOR /<br>DOMAIN | | Text Types and Purposes |
|---|---|---|
| INDICATOR /<br>GRADE LEVEL<br>EXPECTATION /<br>BENCHMARK | W.2. | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |

| **CONTENT<br>STANDARD /<br>COURSE** | | **Writing Anchor Standards** |
|---|---|---|

| STANDARD /<br>PERFORMANCE<br>INDICATOR /<br>DOMAIN | | Production and Distribution of Writing |
|---|---|---|
| INDICATOR /<br>GRADE LEVEL<br>EXPECTATION /<br>BENCHMARK | W.4. | Develop and strengthen writing that is appropriate to task, purpose, and audience by planning, revising, editing, rewriting, or trying a new approach. |

| **CONTENT<br>STANDARD /<br>COURSE** | | **Speaking and Listening Anchor Standards** |
|---|---|---|

| STANDARD /<br>PERFORMANCE<br>INDICATOR /<br>DOMAIN | | Comprehension and Collaboration |
|---|---|---|
| INDICATOR /<br>GRADE LEVEL<br>EXPECTATION /<br>BENCHMARK | SL.1. | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. |

| **CONTENT<br>STANDARD /<br>COURSE** | | **Language Anchor Standards** |
|---|---|---|

| STANDARD /<br>PERFORMANCE<br>INDICATOR /<br>DOMAIN | | Comprehension and Collaboration |
|---|---|---|
| INDICATOR /<br>GRADE LEVEL<br>EXPECTATION /<br>BENCHMARK | L.3. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. |

| CONTENT STANDARD / COURSE | | Language Anchor Standards |
|---|---|---|
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | **Vocabulary Acquisition and Use** |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | L.5. | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. |

| CONTENT STANDARD / COURSE | | Reading Informational |
|---|---|---|
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | **Key Ideas and Details** |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 6.RI.1. | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |

| CONTENT STANDARD / COURSE | | Reading Informational |
|---|---|---|
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | **Key Ideas and Details** |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | **6.RI.2.** | **Analyze informational text development:** |
| EXPECTATION / TOPIC | a. | Determine a main/central idea of a text. |

| CONTENT STANDARD / COURSE | | Reading Informational |
|---|---|---|
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | **Key Ideas and Details** |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 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 / COURSE | | Reading Informational |
|---|---|---|
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | **Craft and Structure** |

| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 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 / COURSE** | | **Reading Informational** |
|---|---|---|

| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Range of Reading and Level of Text Complexity** |
|---|---|---|

| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 6.RI.10. | Read and comprehend informational texts appropriately complex for grade 6. |
|---|---|---|

| **CONTENT STANDARD / COURSE** | | **Writing** |
|---|---|---|

| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Text Types and Purposes** |
|---|---|---|
| **INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK** | **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 / TOPIC | 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 aid comprehension. |
|---|---|---|
| EXPECTATION / TOPIC | b. | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |
| EXPECTATION / TOPIC | c. | Use appropriate transitions to clarify the relationships among ideas and concepts. |
| EXPECTATION / TOPIC | d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| EXPECTATION / TOPIC | f. | Provide a concluding statement or section that follows from the information or explanation presented. |

| **CONTENT STANDARD / COURSE** | | **Writing** |
|---|---|---|

| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Text Types and Purposes** |
|---|---|---|
| **INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK** | **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 / TOPIC | b. | Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. |
| EXPECTATION / TOPIC | d. | Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. |
| **CONTENT STANDARD / COURSE** | | **Writing** |
| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Production and Distribution of Writing** |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 6.W.4. | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of related Language standards.) |
| **CONTENT STANDARD / COURSE** | | **Speaking & Listening** |
| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Comprehension and Collaboration** |
| **INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK** | **6.SL.1.** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly:** |
| EXPECTATION / TOPIC | 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 / TOPIC | 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 / TOPIC | d. | Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. |
| **CONTENT STANDARD / COURSE** | | **Speaking & Listening** |
| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Presentation of Knowledge and Ideas** |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 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 / COURSE** | | **Language** |

| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | Vocabulary Acquisition and Use |
|---|---|---|
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 6.L.3. | 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 / TOPIC | 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 / TOPIC | 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 / TOPIC | 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 / COURSE | | Language |
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | Vocabulary Acquisition and Use |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 6.L.5. | Accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

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

## Hawaii Content and Performance Standards

### Language Arts

Grade **6** - Adopted: **2025**

| CONTENT STANDARD / COURSE | | Reading Anchor Standards |
|---|---|---|
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | Key Ideas and Details |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | R.1. | Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | R.2. | Determine main/central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |

| | | |
|---|---|---|
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | R.3. | Analyze how and why individuals, events, or ideas develop and interact over the course of a text. |

| **CONTENT STANDARD / COURSE** | | **Reading Anchor Standards** |
|---|---|---|
| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Craft and Structure** |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | R.4. | Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. |

| **CONTENT STANDARD / COURSE** | | **Reading Anchor Standards** |
|---|---|---|
| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Range of Reading and Level of Text Complexity** |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | R.10. | Read and comprehend complex literary and informational texts independently and proficiently. |

| **CONTENT STANDARD / COURSE** | | **Writing Anchor Standards** |
|---|---|---|
| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Text Types and Purposes** |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | W.2. | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |

| **CONTENT STANDARD / COURSE** | | **Writing Anchor Standards** |
|---|---|---|
| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Production and Distribution of Writing** |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | W.4. | Develop and strengthen writing that is appropriate to task, purpose, and audience by planning, revising, editing, rewriting, or trying a new approach. |

| **CONTENT STANDARD / COURSE** | | **Speaking and Listening Anchor Standards** |
|---|---|---|

| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | **Comprehension and Collaboration** |
|---|---|---|
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | SL.1. | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. |

| **CONTENT STANDARD / COURSE** | | **Language Anchor Standards** |
|---|---|---|
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | **Comprehension and Collaboration** |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | L.3. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. |

| **CONTENT STANDARD / COURSE** | | **Language Anchor Standards** |
|---|---|---|
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | **Vocabulary Acquisition and Use** |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | L.5. | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. |

| **CONTENT STANDARD / COURSE** | | **Reading Informational** |
|---|---|---|
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | **Key Ideas and Details** |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 6.RI.1. | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |

| **CONTENT STANDARD / COURSE** | | **Reading Informational** |
|---|---|---|
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | **Key Ideas and Details** |
| **INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK** | **6.RI.2.** | **Analyze informational text development:** |

| EXPECTATION /<br>TOPIC | a. | Determine a main/central idea of a text. |
|---|---|---|

| CONTENT<br>STANDARD /<br>COURSE | | **Reading Informational** |
|---|---|---|
| STANDARD /<br>PERFORMANCE<br>INDICATOR /<br>DOMAIN | | **Key Ideas and Details** |
| INDICATOR /<br>GRADE LEVEL<br>EXPECTATION /<br>BENCHMARK | 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<br>STANDARD /<br>COURSE | | **Reading Informational** |
|---|---|---|
| STANDARD /<br>PERFORMANCE<br>INDICATOR /<br>DOMAIN | | **Craft and Structure** |
| INDICATOR /<br>GRADE LEVEL<br>EXPECTATION /<br>BENCHMARK | 6.RI.4. | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. |

| CONTENT<br>STANDARD /<br>COURSE | | **Reading Informational** |
|---|---|---|
| STANDARD /<br>PERFORMANCE<br>INDICATOR /<br>DOMAIN | | **Range of Reading and Level of Text Complexity** |
| INDICATOR /<br>GRADE LEVEL<br>EXPECTATION /<br>BENCHMARK | 6.RI.10. | Read and comprehend informational texts appropriately complex for grade 6. |

| CONTENT<br>STANDARD /<br>COURSE | | **Writing** |
|---|---|---|
| STANDARD /<br>PERFORMANCE<br>INDICATOR /<br>DOMAIN | | **Text Types and Purposes** |
| **INDICATOR /<br>GRADE LEVEL<br>EXPECTATION /<br>BENCHMARK** | **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 /<br>TOPIC | 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 aid comprehension. |
| EXPECTATION /<br>TOPIC | b. | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |

| EXPECTATION / TOPIC | c. | Use appropriate transitions to clarify the relationships among ideas and concepts. |
|---|---|---|
| EXPECTATION / TOPIC | d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| EXPECTATION / TOPIC | f. | Provide a concluding statement or section that follows from the information or explanation presented. |
| **CONTENT STANDARD / COURSE** | | **Writing** |
| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Text Types and Purposes** |
| **INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK** | **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 / TOPIC | b. | Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. |
| EXPECTATION / TOPIC | d. | Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. |
| **CONTENT STANDARD / COURSE** | | **Writing** |
| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Production and Distribution of Writing** |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 6.W.4. | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of related Language standards.) |
| **CONTENT STANDARD / COURSE** | | **Speaking & Listening** |
| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Comprehension and Collaboration** |
| **INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK** | **6.SL.1.** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly:** |
| EXPECTATION / TOPIC | 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 / TOPIC | 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 / TOPIC | d. | Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. |

| | | |
|---|---|---|
| **CONTENT STANDARD / COURSE** | | **Speaking & Listening** |

| | | |
|---|---|---|
| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Presentation of Knowledge and Ideas** |

| | | |
|---|---|---|
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 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 / COURSE** | | **Language** |

| | | |
|---|---|---|
| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Vocabulary Acquisition and Use** |

| | | |
|---|---|---|
| **INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK** | **6.L.3.** | **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 / TOPIC | 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 / TOPIC | 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 / TOPIC | 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 / COURSE** | | **Language** |

| | | |
|---|---|---|
| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Vocabulary Acquisition and Use** |

| | | |
|---|---|---|
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 6.L.5. | Accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

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

## Hawaii Content and Performance Standards

### Language Arts

Grade **6** - Adopted: **2025**

| CONTENT STANDARD / COURSE | | Reading Anchor Standards |
|---|---|---|
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | Key Ideas and Details |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | R.1. | Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | R.2. | Determine main/central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | R.3. | Analyze how and why individuals, events, or ideas develop and interact over the course of a text. |

| CONTENT STANDARD / COURSE | | Reading Anchor Standards |
|---|---|---|
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | Craft and Structure |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | R.4. | Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. |

| CONTENT STANDARD / COURSE | | Reading Anchor Standards |
|---|---|---|
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | Range of Reading and Level of Text Complexity |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | R.10. | Read and comprehend complex literary and informational texts independently and proficiently. |

| CONTENT STANDARD / COURSE | | Writing Anchor Standards |
|---|---|---|
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | Text Types and Purposes |

| | | |
|---|---|---|
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | W.2. | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |

| | | |
|---|---|---|
| **CONTENT STANDARD / COURSE** | | **Writing Anchor Standards** |

| | | |
|---|---|---|
| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Production and Distribution of Writing** |

| | | |
|---|---|---|
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | W.4. | Develop and strengthen writing that is appropriate to task, purpose, and audience by planning, revising, editing, rewriting, or trying a new approach. |

| | | |
|---|---|---|
| **CONTENT STANDARD / COURSE** | | **Speaking and Listening Anchor Standards** |

| | | |
|---|---|---|
| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Comprehension and Collaboration** |

| | | |
|---|---|---|
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | SL.1. | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. |

| | | |
|---|---|---|
| **CONTENT STANDARD / COURSE** | | **Language Anchor Standards** |

| | | |
|---|---|---|
| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Comprehension and Collaboration** |

| | | |
|---|---|---|
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | L.3. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. |

| | | |
|---|---|---|
| **CONTENT STANDARD / COURSE** | | **Language Anchor Standards** |

| | | |
|---|---|---|
| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Vocabulary Acquisition and Use** |

| | | |
|---|---|---|
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | L.5. | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. |

| | | |
|---|---|---|
| **CONTENT STANDARD / COURSE** | | **Reading Informational** |

| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | Key Ideas and Details |
|---|---|---|
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 6.RI.1. | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |

| CONTENT STANDARD / COURSE | | Reading Informational |
|---|---|---|

| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | Key Ideas and Details |
|---|---|---|
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 6.RI.2. | Analyze informational text development: |
| EXPECTATION / TOPIC | a. | Determine a main/central idea of a text. |

| CONTENT STANDARD / COURSE | | Reading Informational |
|---|---|---|

| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | Key Ideas and Details |
|---|---|---|
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 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 / COURSE | | Reading Informational |
|---|---|---|

| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | Craft and Structure |
|---|---|---|
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 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 / COURSE | | Reading Informational |
|---|---|---|

| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | Range of Reading and Level of Text Complexity |
|---|---|---|

| INDICATOR /<br>GRADE LEVEL<br>EXPECTATION /<br>BENCHMARK | 6.RI.10. | Read and comprehend informational texts appropriately complex for grade 6. |
|---|---|---|

| **CONTENT<br>STANDARD /<br>COURSE** | | **Writing** |
|---|---|---|

| **STANDARD /<br>PERFORMANCE<br>INDICATOR /<br>DOMAIN** | | **Text Types and Purposes** |
|---|---|---|
| **INDICATOR /<br>GRADE LEVEL<br>EXPECTATION /<br>BENCHMARK** | **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 /<br>TOPIC | 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 aid comprehension. |
|---|---|---|
| EXPECTATION /<br>TOPIC | b. | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |
| EXPECTATION /<br>TOPIC | c. | Use appropriate transitions to clarify the relationships among ideas and concepts. |
| EXPECTATION /<br>TOPIC | d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| EXPECTATION /<br>TOPIC | f. | Provide a concluding statement or section that follows from the information or explanation presented. |

| **CONTENT<br>STANDARD /<br>COURSE** | | **Writing** |
|---|---|---|

| **STANDARD /<br>PERFORMANCE<br>INDICATOR /<br>DOMAIN** | | **Text Types and Purposes** |
|---|---|---|
| **INDICATOR /<br>GRADE LEVEL<br>EXPECTATION /<br>BENCHMARK** | **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 /<br>TOPIC | b. | Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. |
|---|---|---|
| EXPECTATION /<br>TOPIC | d. | Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. |

| **CONTENT<br>STANDARD /<br>COURSE** | | **Writing** |
|---|---|---|

| **STANDARD /<br>PERFORMANCE<br>INDICATOR /<br>DOMAIN** | | **Production and Distribution of Writing** |
|---|---|---|

| | | |
|---|---|---|
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 6.W.4. | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of related Language standards.) |

| | | |
|---|---|---|
| **CONTENT STANDARD / COURSE** | | **Speaking & Listening** |

| | | |
|---|---|---|
| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Comprehension and Collaboration** |
| **INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK** | **6.SL.1.** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly:** |
| EXPECTATION / TOPIC | 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 / TOPIC | 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 / TOPIC | d. | Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. |

| | | |
|---|---|---|
| **CONTENT STANDARD / COURSE** | | **Speaking & Listening** |

| | | |
|---|---|---|
| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Presentation of Knowledge and Ideas** |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 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 / COURSE** | | **Language** |

| | | |
|---|---|---|
| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Vocabulary Acquisition and Use** |
| **INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK** | **6.L.3.** | **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 / TOPIC | 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 / TOPIC | 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 / TOPIC | 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 / COURSE** | | **Language** |
| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Vocabulary Acquisition and Use** |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 6.L.5. | Accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

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

## Hawaii Content and Performance Standards

### Language Arts

Grade **6** - Adopted: **2025**

| **CONTENT STANDARD / COURSE** | | **Writing Anchor Standards** |
|---|---|---|
| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Text Types and Purposes** |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | W.2. | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| **CONTENT STANDARD / COURSE** | | **Speaking and Listening Anchor Standards** |
| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Comprehension and Collaboration** |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | SL.1. | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. |
| **CONTENT STANDARD / COURSE** | | **Writing** |
| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Text Types and Purposes** |
| **INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK** | **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 /<br>TOPIC | b. | Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. |
|---|---|---|
| EXPECTATION /<br>TOPIC | d. | Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. |

| **CONTENT<br>STANDARD /<br>COURSE** | | **Speaking & Listening** |
|---|---|---|
| **STANDARD /<br>PERFORMANCE<br>INDICATOR /<br>DOMAIN** | | **Comprehension and Collaboration** |
| **INDICATOR /<br>GRADE LEVEL<br>EXPECTATION /<br>BENCHMARK** | **6.SL.1.** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly:** |
| EXPECTATION /<br>TOPIC | 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 /<br>TOPIC | 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 /<br>TOPIC | d. | Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. |

| **CONTENT<br>STANDARD /<br>COURSE** | | **Speaking & Listening** |
|---|---|---|
| **STANDARD /<br>PERFORMANCE<br>INDICATOR /<br>DOMAIN** | | **Presentation of Knowledge and Ideas** |
| INDICATOR /<br>GRADE LEVEL<br>EXPECTATION /<br>BENCHMARK | 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<br>STANDARD /<br>COURSE** | | **Language** |
|---|---|---|
| **STANDARD /<br>PERFORMANCE<br>INDICATOR /<br>DOMAIN** | | **Vocabulary Acquisition and Use** |
| INDICATOR /<br>GRADE LEVEL<br>EXPECTATION /<br>BENCHMARK | 6.L.5. | Accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

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

## Hawaii Content and Performance Standards

# Language Arts

| CONTENT STANDARD / COURSE | | **Writing Anchor Standards** |
|---|---|---|
| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Text Types and Purposes** |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | W.2. | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | W.3. | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences. |
| **CONTENT STANDARD / COURSE** | | **Writing Anchor Standards** |
| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Production and Distribution of Writing** |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | W.4. | Develop and strengthen writing that is appropriate to task, purpose, and audience by planning, revising, editing, rewriting, or trying a new approach. |
| **CONTENT STANDARD / COURSE** | | **Speaking and Listening Anchor Standards** |
| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Comprehension and Collaboration** |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | SL.1. | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. |
| **CONTENT STANDARD / COURSE** | | **Language Anchor Standards** |
| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Vocabulary Acquisition and Use** |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | L.5. | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. |

| CONTENT STANDARD / COURSE | | Writing |
|---|---|---|
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | Text Types and Purposes |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 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 / TOPIC | 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 / TOPIC | b. | Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. |
| EXPECTATION / TOPIC | 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 / TOPIC | d. | Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. |
| EXPECTATION / TOPIC | e. | Provide a conclusion that follows from the narrated experiences or events. |

| CONTENT STANDARD / COURSE | | Writing |
|---|---|---|
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | Production and Distribution of Writing |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 6.W.4. | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of related Language standards.) |

| CONTENT STANDARD / COURSE | | Speaking & Listening |
|---|---|---|
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | Comprehension and Collaboration |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 6.SL.1. | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly: |
| EXPECTATION / TOPIC | 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 / TOPIC | 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 / TOPIC | d. | Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. |

| | | |
|---|---|---|
| **CONTENT STANDARD / COURSE** | | **Speaking & Listening** |

| | | |
|---|---|---|
| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Presentation of Knowledge and Ideas** |

| | | |
|---|---|---|
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 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 / COURSE** | | **Language** |

| | | |
|---|---|---|
| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Vocabulary Acquisition and Use** |

| | | |
|---|---|---|
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 6.L.5. | Accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

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

## Hawaii Content and Performance Standards

### Language Arts

Grade **6** - Adopted: **2025**

| | | |
|---|---|---|
| **CONTENT STANDARD / COURSE** | | **Writing Anchor Standards** |

| | | |
|---|---|---|
| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Text Types and Purposes** |

| | | |
|---|---|---|
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | W.2. | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |

| | | |
|---|---|---|
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | W.3. | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences. |

| | | |
|---|---|---|
| **CONTENT STANDARD / COURSE** | | **Writing Anchor Standards** |

| | | |
|---|---|---|
| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Production and Distribution of Writing** |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | W.4. | Develop and strengthen writing that is appropriate to task, purpose, and audience by planning, revising, editing, rewriting, or trying a new approach. |
| **CONTENT STANDARD / COURSE** | | **Speaking and Listening Anchor Standards** |
| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Comprehension and Collaboration** |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | SL.1. | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. |
| **CONTENT STANDARD / COURSE** | | **Language Anchor Standards** |
| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Vocabulary Acquisition and Use** |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | L.5. | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. |
| **CONTENT STANDARD / COURSE** | | **Writing** |
| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Text Types and Purposes** |
| **INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK** | **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 / TOPIC | 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 / TOPIC | b. | Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. |
| EXPECTATION / TOPIC | 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 / TOPIC | d. | Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. |

| EXPECTATION / TOPIC | e. | Provide a conclusion that follows from the narrated experiences or events. |
|---|---|---|

| **CONTENT STANDARD / COURSE** | | **Writing** |
|---|---|---|

| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Production and Distribution of Writing** |
|---|---|---|

| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 6.W.4. | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of related Language standards.) |
|---|---|---|

| **CONTENT STANDARD / COURSE** | | **Speaking & Listening** |
|---|---|---|

| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Comprehension and Collaboration** |
|---|---|---|
| **INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK** | **6.SL.1.** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly:** |

| EXPECTATION / TOPIC | 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 / TOPIC | 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 / TOPIC | d. | Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. |
|---|---|---|

| **CONTENT STANDARD / COURSE** | | **Speaking & Listening** |
|---|---|---|

| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Presentation of Knowledge and Ideas** |
|---|---|---|

| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 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 / COURSE** | | **Language** |
|---|---|---|

| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Vocabulary Acquisition and Use** |
|---|---|---|

| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 6.L.2. | Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing: |
|---|---|---|
| EXPECTATION / TOPIC | a. | Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. |

| CONTENT STANDARD / COURSE | | **Language** |
|---|---|---|
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | **Vocabulary Acquisition and Use** |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 6.L.5. | Accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

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

## Hawaii Content and Performance Standards

### Language Arts

Grade **6** - Adopted: **2025**

| CONTENT STANDARD / COURSE | | **Reading Anchor Standards** |
|---|---|---|
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | **Key Ideas and Details** |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | R.1. | Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | R.2. | Determine main/central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | R.3. | Analyze how and why individuals, events, or ideas develop and interact over the course of a text. |

| CONTENT STANDARD / COURSE | | **Reading Anchor Standards** |
|---|---|---|
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | **Craft and Structure** |

| | | |
|---|---|---|
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | R.4. | Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. |
| **CONTENT STANDARD / COURSE** | | **Reading Anchor Standards** |
| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Range of Reading and Level of Text Complexity** |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | R.10. | Read and comprehend complex literary and informational texts independently and proficiently. |
| **CONTENT STANDARD / COURSE** | | **Writing Anchor Standards** |
| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Text Types and Purposes** |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | W.2. | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| **CONTENT STANDARD / COURSE** | | **Writing Anchor Standards** |
| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Research to Build and Present Knowledge** |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | W.6. | Conduct short as well as more sustained research projects based on focused questions, integrating credible print and digital sources, demonstrating understanding of the subject under investigation, and avoiding plagiarism. |
| **CONTENT STANDARD / COURSE** | | **Speaking and Listening Anchor Standards** |
| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Comprehension and Collaboration** |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | SL.1. | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. |
| **CONTENT STANDARD / COURSE** | | **Language Anchor Standards** |

| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | Comprehension and Collaboration |
|---|---|---|
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | L.3. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. |
| CONTENT STANDARD / COURSE | | Language Anchor Standards |
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | Vocabulary Acquisition and Use |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | L.5. | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. |
| CONTENT STANDARD / COURSE | | Reading Informational |
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | Key Ideas and Details |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 6.RI.1. | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| CONTENT STANDARD / COURSE | | Reading Informational |
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | Key Ideas and Details |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 6.RI.2. | Analyze informational text development: |
| EXPECTATION / TOPIC | a. | Determine a main/central idea of a text. |
| CONTENT STANDARD / COURSE | | Reading Informational |
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | Key Ideas and Details |

| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 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 / COURSE** | | **Reading Informational** |
| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Craft and Structure** |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 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 / COURSE** | | **Reading Informational** |
| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Range of Reading and Level of Text Complexity** |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 6.RI.10. | Read and comprehend informational texts appropriately complex for grade 6. |
| **CONTENT STANDARD / COURSE** | | **Writing** |
| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Text Types and Purposes** |
| **INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK** | **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 / TOPIC | 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 aid comprehension. |
| EXPECTATION / TOPIC | b. | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |
| **CONTENT STANDARD / COURSE** | | **Writing** |
| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Text Types and Purposes** |
| **INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK** | **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 / TOPIC | b. | Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. |
|---|---|---|
| EXPECTATION / TOPIC | d. | Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. |
| **CONTENT STANDARD / COURSE** | | **Writing** |
| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Research to Build and Present Knowledge** |
| **INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK** | **6.W.6.** | **Conduct short research projects to answer a question, drawing on several sources and modifying the inquiry when appropriate:** |
| EXPECTATION / TOPIC | a. | Gather relevant information from multiple print and digital sources. |
| **CONTENT STANDARD / COURSE** | | **Speaking & Listening** |
| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Comprehension and Collaboration** |
| **INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK** | **6.SL.1.** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly:** |
| EXPECTATION / TOPIC | 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 / TOPIC | 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 / TOPIC | d. | Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. |
| **CONTENT STANDARD / COURSE** | | **Speaking & Listening** |
| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Presentation of Knowledge and Ideas** |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 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 / COURSE** | | **Language** |

| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | Vocabulary Acquisition and Use |
|---|---|---|
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 6.L.3. | 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 / TOPIC | 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 / TOPIC | 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 / COURSE | | Language |
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | Vocabulary Acquisition and Use |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 6.L.5. | Accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

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

## Hawaii Content and Performance Standards

### Language Arts

Grade **6** - Adopted: **2025**

| CONTENT STANDARD / COURSE | | Reading Anchor Standards |
|---|---|---|
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | Key Ideas and Details |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | R.1. | Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | R.2. | Determine main/central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | R.3. | Analyze how and why individuals, events, or ideas develop and interact over the course of a text. |

| CONTENT STANDARD / COURSE | | Reading Anchor Standards |
|---|---|---|
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | Craft and Structure |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | R.4. | Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. |

| CONTENT STANDARD / COURSE | | Reading Anchor Standards |
|---|---|---|
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | Range of Reading and Level of Text Complexity |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | R.10. | Read and comprehend complex literary and informational texts independently and proficiently. |

| CONTENT STANDARD / COURSE | | Writing Anchor Standards |
|---|---|---|
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | Text Types and Purposes |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | W.2. | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |

| CONTENT STANDARD / COURSE | | Writing Anchor Standards |
|---|---|---|
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | Production and Distribution of Writing |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | W.4. | Develop and strengthen writing that is appropriate to task, purpose, and audience by planning, revising, editing, rewriting, or trying a new approach. |

| CONTENT STANDARD / COURSE | | Writing Anchor Standards |
|---|---|---|
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | Research to Build and Present Knowledge |

| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | W.6. | Conduct short as well as more sustained research projects based on focused questions, integrating credible print and digital sources, demonstrating understanding of the subject under investigation, and avoiding plagiarism. |
|---|---|---|

| **CONTENT STANDARD / COURSE** | | **Speaking and Listening Anchor Standards** |
|---|---|---|

| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Comprehension and Collaboration** |
|---|---|---|

| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | SL.1. | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. |
|---|---|---|

| **CONTENT STANDARD / COURSE** | | **Language Anchor Standards** |
|---|---|---|

| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Comprehension and Collaboration** |
|---|---|---|

| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | L.3. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. |
|---|---|---|

| **CONTENT STANDARD / COURSE** | | **Language Anchor Standards** |
|---|---|---|

| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Vocabulary Acquisition and Use** |
|---|---|---|

| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | L.5. | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. |
|---|---|---|

| **CONTENT STANDARD / COURSE** | | **Reading Informational** |
|---|---|---|

| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Key Ideas and Details** |
|---|---|---|

| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 6.RI.1. | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
|---|---|---|

| **CONTENT STANDARD / COURSE** | | **Reading Informational** |
|---|---|---|

| STANDARD /<br>PERFORMANCE<br>INDICATOR /<br>DOMAIN | | Key Ideas and Details |
|---|---|---|
| INDICATOR /<br>GRADE LEVEL<br>EXPECTATION /<br>BENCHMARK | 6.RI.2. | Analyze informational text development: |
| EXPECTATION /<br>TOPIC | a. | Determine a main/central idea of a text. |

| CONTENT<br>STANDARD /<br>COURSE | | Reading Informational |
|---|---|---|
| STANDARD /<br>PERFORMANCE<br>INDICATOR /<br>DOMAIN | | Key Ideas and Details |
| INDICATOR /<br>GRADE LEVEL<br>EXPECTATION /<br>BENCHMARK | 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<br>STANDARD /<br>COURSE | | Reading Informational |
|---|---|---|
| STANDARD /<br>PERFORMANCE<br>INDICATOR /<br>DOMAIN | | Craft and Structure |
| INDICATOR /<br>GRADE LEVEL<br>EXPECTATION /<br>BENCHMARK | 6.RI.4. | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. |

| CONTENT<br>STANDARD /<br>COURSE | | Reading Informational |
|---|---|---|
| STANDARD /<br>PERFORMANCE<br>INDICATOR /<br>DOMAIN | | Range of Reading and Level of Text Complexity |
| INDICATOR /<br>GRADE LEVEL<br>EXPECTATION /<br>BENCHMARK | 6.RI.10. | Read and comprehend informational texts appropriately complex for grade 6. |

| CONTENT<br>STANDARD /<br>COURSE | | Writing |
|---|---|---|
| STANDARD /<br>PERFORMANCE<br>INDICATOR /<br>DOMAIN | | Text Types and Purposes |
| INDICATOR /<br>GRADE LEVEL<br>EXPECTATION /<br>BENCHMARK | 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 / TOPIC | 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 aid comprehension. |
| EXPECTATION / TOPIC | b. | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |
| EXPECTATION / TOPIC | c. | Use appropriate transitions to clarify the relationships among ideas and concepts. |
| EXPECTATION / TOPIC | d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| EXPECTATION / TOPIC | f. | Provide a concluding statement or section that follows from the information or explanation presented. |
| **CONTENT STANDARD / COURSE** | | **Writing** |
| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Text Types and Purposes** |
| **INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK** | **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 / TOPIC | b. | Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. |
| EXPECTATION / TOPIC | d. | Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. |
| **CONTENT STANDARD / COURSE** | | **Writing** |
| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Production and Distribution of Writing** |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 6.W.4. | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of related Language standards.) |
| **CONTENT STANDARD / COURSE** | | **Writing** |
| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Research to Build and Present Knowledge** |
| **INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK** | **6.W.6.** | **Conduct short research projects to answer a question, drawing on several sources and modifying the inquiry when appropriate:** |

| EXPECTATION / TOPIC | a. | Gather relevant information from multiple print and digital sources. |
|---|---|---|

| **CONTENT STANDARD / COURSE** | | **Speaking & Listening** |
|---|---|---|

| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Comprehension and Collaboration** |
|---|---|---|
| **INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK** | **6.SL.1.** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly:** |

| EXPECTATION / TOPIC | 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 / TOPIC | 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 / TOPIC | d. | Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. |

| **CONTENT STANDARD / COURSE** | | **Speaking & Listening** |
|---|---|---|

| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Presentation of Knowledge and Ideas** |
|---|---|---|
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 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 / COURSE** | | **Language** |
|---|---|---|

| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Vocabulary Acquisition and Use** |
|---|---|---|
| **INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK** | **6.L.2.** | **Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing:** |

| EXPECTATION / TOPIC | a. | Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. |
|---|---|---|

| **CONTENT STANDARD / COURSE** | | **Language** |
|---|---|---|

| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Vocabulary Acquisition and Use** |
|---|---|---|

| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 6.L.3. | 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 / TOPIC | 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 / TOPIC | 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 / TOPIC | 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 / COURSE | | Language |
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | Vocabulary Acquisition and Use |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 6.L.5. | Accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

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

## Hawaii Content and Performance Standards

### Language Arts

Grade **6** - Adopted: **2025**

| CONTENT STANDARD / COURSE | | Reading Anchor Standards |
|---|---|---|
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | Key Ideas and Details |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | R.1. | Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | R.2. | Determine main/central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | R.3. | Analyze how and why individuals, events, or ideas develop and interact over the course of a text. |

| CONTENT STANDARD / COURSE | | Reading Anchor Standards |
|---|---|---|
| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Craft and Structure** |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | R.4. | Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. |

| CONTENT STANDARD / COURSE | | Reading Anchor Standards |
|---|---|---|
| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Range of Reading and Level of Text Complexity** |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | R.10. | Read and comprehend complex literary and informational texts independently and proficiently. |

| CONTENT STANDARD / COURSE | | Writing Anchor Standards |
|---|---|---|
| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Text Types and Purposes** |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | W.2. | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |

| CONTENT STANDARD / COURSE | | Writing Anchor Standards |
|---|---|---|
| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Research to Build and Present Knowledge** |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | W.6. | Conduct short as well as more sustained research projects based on focused questions, integrating credible print and digital sources, demonstrating understanding of the subject under investigation, and avoiding plagiarism. |

| CONTENT STANDARD / COURSE | | Speaking and Listening Anchor Standards |
|---|---|---|
| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Comprehension and Collaboration** |

| | | |
|---|---|---|
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | SL.1. | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. |

| | | |
|---|---|---|
| **CONTENT STANDARD / COURSE** | | **Language Anchor Standards** |

| | | |
|---|---|---|
| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Comprehension and Collaboration** |

| | | |
|---|---|---|
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | L.3. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. |

| | | |
|---|---|---|
| **CONTENT STANDARD / COURSE** | | **Language Anchor Standards** |

| | | |
|---|---|---|
| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Vocabulary Acquisition and Use** |

| | | |
|---|---|---|
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | L.5. | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. |

| | | |
|---|---|---|
| **CONTENT STANDARD / COURSE** | | **Reading Informational** |

| | | |
|---|---|---|
| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Key Ideas and Details** |

| | | |
|---|---|---|
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 6.RI.1. | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |

| | | |
|---|---|---|
| **CONTENT STANDARD / COURSE** | | **Reading Informational** |

| | | |
|---|---|---|
| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Key Ideas and Details** |
| **INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK** | **6.RI.2.** | **Analyze informational text development:** |

| | | |
|---|---|---|
| EXPECTATION / TOPIC | a. | Determine a main/central idea of a text. |

| CONTENT STANDARD / COURSE | | Reading Informational |
|---|---|---|
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | Key Ideas and Details |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 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 / COURSE | | Reading Informational |
|---|---|---|
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | Craft and Structure |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 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 / COURSE | | Reading Informational |
|---|---|---|
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | Range of Reading and Level of Text Complexity |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 6.RI.10. | Read and comprehend informational texts appropriately complex for grade 6. |

| CONTENT STANDARD / COURSE | | Writing |
|---|---|---|
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | Text Types and Purposes |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 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 / TOPIC | 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 aid comprehension. |
| EXPECTATION / TOPIC | b. | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |

| CONTENT STANDARD / COURSE | | Writing |
|---|---|---|

| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | Text Types and Purposes |
|---|---|---|
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 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 / TOPIC | b. | Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. |
| EXPECTATION / TOPIC | d. | Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. |
| CONTENT STANDARD / COURSE | | Writing |
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | Research to Build and Present Knowledge |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 6.W.6. | Conduct short research projects to answer a question, drawing on several sources and modifying the inquiry when appropriate: |
| EXPECTATION / TOPIC | a. | Gather relevant information from multiple print and digital sources. |
| EXPECTATION / TOPIC | c. | Draw evidence from literary or informational texts to support analysis, reflection, and research. |
| CONTENT STANDARD / COURSE | | Speaking & Listening |
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | Comprehension and Collaboration |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 6.SL.1. | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly: |
| EXPECTATION / TOPIC | 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 / TOPIC | 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 / TOPIC | d. | Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. |
| CONTENT STANDARD / COURSE | | Speaking & Listening |

| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | Presentation of Knowledge and Ideas |
|---|---|---|
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 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 / COURSE | | Language |
|---|---|---|
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | Vocabulary Acquisition and Use |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 6.L.3. | 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 / TOPIC | 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 / TOPIC | 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 / COURSE | | Language |
|---|---|---|
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | Vocabulary Acquisition and Use |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 6.L.5. | Accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

Lesson 19: Unit 6 Summarizing Multiple References, p. 167-175

## Hawaii Content and Performance Standards

### Language Arts

Grade **6** - Adopted: **2025**

| CONTENT STANDARD / COURSE | | Reading Anchor Standards |
|---|---|---|
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | Key Ideas and Details |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | R.1. | Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |

| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | R.2. | Determine main/central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
|---|---|---|
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | R.3. | Analyze how and why individuals, events, or ideas develop and interact over the course of a text. |

| CONTENT STANDARD / COURSE | | Reading Anchor Standards |
|---|---|---|
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | Craft and Structure |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | R.4. | Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. |

| CONTENT STANDARD / COURSE | | Reading Anchor Standards |
|---|---|---|
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | Range of Reading and Level of Text Complexity |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | R.10. | Read and comprehend complex literary and informational texts independently and proficiently. |

| CONTENT STANDARD / COURSE | | Writing Anchor Standards |
|---|---|---|
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | Text Types and Purposes |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | W.2. | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |

| CONTENT STANDARD / COURSE | | Writing Anchor Standards |
|---|---|---|
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | Production and Distribution of Writing |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | W.4. | Develop and strengthen writing that is appropriate to task, purpose, and audience by planning, revising, editing, rewriting, or trying a new approach. |

| **CONTENT STANDARD / COURSE** | | **Writing Anchor Standards** |
|---|---|---|
| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Research to Build and Present Knowledge** |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | W.6. | Conduct short as well as more sustained research projects based on focused questions, integrating credible print and digital sources, demonstrating understanding of the subject under investigation, and avoiding plagiarism. |

| **CONTENT STANDARD / COURSE** | | **Speaking and Listening Anchor Standards** |
|---|---|---|
| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Comprehension and Collaboration** |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | SL.1. | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. |

| **CONTENT STANDARD / COURSE** | | **Language Anchor Standards** |
|---|---|---|
| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Comprehension and Collaboration** |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | L.3. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. |

| **CONTENT STANDARD / COURSE** | | **Language Anchor Standards** |
|---|---|---|
| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Vocabulary Acquisition and Use** |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | L.5. | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. |

| **CONTENT STANDARD / COURSE** | | **Reading Informational** |
|---|---|---|

| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | Key Ideas and Details |
|---|---|---|
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 6.RI.1. | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |

| CONTENT STANDARD / COURSE | | Reading Informational |
|---|---|---|
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | Key Ideas and Details |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 6.RI.2. | Analyze informational text development: |
| EXPECTATION / TOPIC | a. | Determine a main/central idea of a text. |

| CONTENT STANDARD / COURSE | | Reading Informational |
|---|---|---|
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | Key Ideas and Details |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 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 / COURSE | | Reading Informational |
|---|---|---|
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | Craft and Structure |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 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 / COURSE | | Reading Informational |
|---|---|---|
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | Range of Reading and Level of Text Complexity |

| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 6.RI.10. | Read and comprehend informational texts appropriately complex for grade 6. |
|---|---|---|
| **CONTENT STANDARD / COURSE** | | **Writing** |
| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Text Types and Purposes** |
| **INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK** | **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 / TOPIC | 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 aid comprehension. |
| EXPECTATION / TOPIC | b. | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |
| EXPECTATION / TOPIC | c. | Use appropriate transitions to clarify the relationships among ideas and concepts. |
| EXPECTATION / TOPIC | d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| EXPECTATION / TOPIC | f. | Provide a concluding statement or section that follows from the information or explanation presented. |
| **CONTENT STANDARD / COURSE** | | **Writing** |
| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Text Types and Purposes** |
| **INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK** | **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 / TOPIC | b. | Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. |
| EXPECTATION / TOPIC | d. | Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. |
| **CONTENT STANDARD / COURSE** | | **Writing** |
| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Production and Distribution of Writing** |

| | | |
|---|---|---|
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 6.W.4. | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of related Language standards.) |

| | | |
|---|---|---|
| **CONTENT STANDARD / COURSE** | | **Writing** |

| | | |
|---|---|---|
| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Research to Build and Present Knowledge** |

| | | |
|---|---|---|
| **INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK** | **6.W.6.** | **Conduct short research projects to answer a question, drawing on several sources and modifying the inquiry when appropriate:** |

| | | |
|---|---|---|
| EXPECTATION / TOPIC | a. | Gather relevant information from multiple print and digital sources. |

| | | |
|---|---|---|
| **CONTENT STANDARD / COURSE** | | **Speaking & Listening** |

| | | |
|---|---|---|
| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Comprehension and Collaboration** |

| | | |
|---|---|---|
| **INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK** | **6.SL.1.** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly:** |

| | | |
|---|---|---|
| EXPECTATION / TOPIC | 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 / TOPIC | 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 / TOPIC | d. | Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. |

| | | |
|---|---|---|
| **CONTENT STANDARD / COURSE** | | **Speaking & Listening** |

| | | |
|---|---|---|
| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Presentation of Knowledge and Ideas** |

| | | |
|---|---|---|
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 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 / COURSE** | | **Language** |

| STANDARD /<br>PERFORMANCE<br>INDICATOR /<br>DOMAIN | | Vocabulary Acquisition and Use |
|---|---|---|
| INDICATOR /<br>GRADE LEVEL<br>EXPECTATION /<br>BENCHMARK | 6.L.2. | Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing: |
| EXPECTATION /<br>TOPIC | a. | Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. |

| CONTENT<br>STANDARD /<br>COURSE | | Language |
|---|---|---|
| STANDARD /<br>PERFORMANCE<br>INDICATOR /<br>DOMAIN | | Vocabulary Acquisition and Use |
| INDICATOR /<br>GRADE LEVEL<br>EXPECTATION /<br>BENCHMARK | 6.L.3. | 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 /<br>TOPIC | 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 /<br>TOPIC | 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<br>STANDARD /<br>COURSE | | Language |
|---|---|---|
| STANDARD /<br>PERFORMANCE<br>INDICATOR /<br>DOMAIN | | Vocabulary Acquisition and Use |
| INDICATOR /<br>GRADE LEVEL<br>EXPECTATION /<br>BENCHMARK | 6.L.5. | Accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

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

## Hawaii Content and Performance Standards

### Language Arts

Grade **6** - Adopted: **2025**

| CONTENT<br>STANDARD /<br>COURSE | | Writing Anchor Standards |
|---|---|---|
| STANDARD /<br>PERFORMANCE<br>INDICATOR /<br>DOMAIN | | Text Types and Purposes |

| | | |
|---|---|---|
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | W.2. | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| **CONTENT STANDARD / COURSE** | | **Writing Anchor Standards** |
| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Production and Distribution of Writing** |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | W.4. | Develop and strengthen writing that is appropriate to task, purpose, and audience by planning, revising, editing, rewriting, or trying a new approach. |
| **CONTENT STANDARD / COURSE** | | **Speaking and Listening Anchor Standards** |
| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Comprehension and Collaboration** |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | SL.1. | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. |
| **CONTENT STANDARD / COURSE** | | **Language Anchor Standards** |
| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Vocabulary Acquisition and Use** |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | L.5. | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. |
| **CONTENT STANDARD / COURSE** | | **Writing** |
| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Text Types and Purposes** |
| **INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK** | **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 / TOPIC | 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 aid comprehension. |

| EXPECTATION / TOPIC | b. | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |
|---|---|---|
| EXPECTATION / TOPIC | c. | Use appropriate transitions to clarify the relationships among ideas and concepts. |
| EXPECTATION / TOPIC | d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| EXPECTATION / TOPIC | f. | Provide a concluding statement or section that follows from the information or explanation presented. |
| **CONTENT STANDARD / COURSE** | | **Writing** |
| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Text Types and Purposes** |
| **INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK** | **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 / TOPIC | b. | Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. |
| EXPECTATION / TOPIC | d. | Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. |
| **CONTENT STANDARD / COURSE** | | **Writing** |
| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Production and Distribution of Writing** |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 6.W.4. | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of related Language standards.) |
| **CONTENT STANDARD / COURSE** | | **Speaking & Listening** |
| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Comprehension and Collaboration** |
| **INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK** | **6.SL.1.** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly:** |
| EXPECTATION / TOPIC | 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 / TOPIC | 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 / TOPIC | d. | Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. |

| | | |
|---|---|---|
| **CONTENT STANDARD / COURSE** | | **Speaking & Listening** |
| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Presentation of Knowledge and Ideas** |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 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 / COURSE** | | **Language** |
| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Vocabulary Acquisition and Use** |
| **INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK** | **6.L.2.** | **Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing:** |
| EXPECTATION / TOPIC | a. | Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. |

| | | |
|---|---|---|
| **CONTENT STANDARD / COURSE** | | **Language** |
| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Vocabulary Acquisition and Use** |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 6.L.5. | Accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

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

## Hawaii Content and Performance Standards

### Language Arts

Grade **6** - Adopted: **2025**

| | | |
|---|---|---|
| **CONTENT STANDARD / COURSE** | | **Writing Anchor Standards** |

| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | Text Types and Purposes |
|---|---|---|
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | W.2. | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| CONTENT STANDARD / COURSE | | Writing Anchor Standards |
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | Production and Distribution of Writing |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | W.4. | Develop and strengthen writing that is appropriate to task, purpose, and audience by planning, revising, editing, rewriting, or trying a new approach. |
| CONTENT STANDARD / COURSE | | Speaking and Listening Anchor Standards |
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | Comprehension and Collaboration |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | SL.1. | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. |
| CONTENT STANDARD / COURSE | | Language Anchor Standards |
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | Vocabulary Acquisition and Use |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | L.5. | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. |
| CONTENT STANDARD / COURSE | | Writing |
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | Text Types and Purposes |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 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 / TOPIC | 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 aid comprehension. |
|---|---|---|
| EXPECTATION / TOPIC | b. | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |
| EXPECTATION / TOPIC | c. | Use appropriate transitions to clarify the relationships among ideas and concepts. |
| EXPECTATION / TOPIC | d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| EXPECTATION / TOPIC | f. | Provide a concluding statement or section that follows from the information or explanation presented. |

| CONTENT STANDARD / COURSE | | Writing |
|---|---|---|
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | Text Types and Purposes |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 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 / TOPIC | b. | Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. |
| EXPECTATION / TOPIC | d. | Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. |

| CONTENT STANDARD / COURSE | | Writing |
|---|---|---|
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | Production and Distribution of Writing |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 6.W.4. | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of related Language standards.) |

| CONTENT STANDARD / COURSE | | Speaking & Listening |
|---|---|---|
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | Comprehension and Collaboration |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 6.SL.1. | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly: |

| | | |
|---|---|---|
| EXPECTATION / TOPIC | 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 / TOPIC | 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 / TOPIC | d. | Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. |
| **CONTENT STANDARD / COURSE** | | **Speaking & Listening** |
| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Presentation of Knowledge and Ideas** |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 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 / COURSE** | | **Language** |
| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Vocabulary Acquisition and Use** |
| **INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK** | **6.L.2.** | **Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing:** |
| EXPECTATION / TOPIC | a. | Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. |
| **CONTENT STANDARD / COURSE** | | **Language** |
| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Vocabulary Acquisition and Use** |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 6.L.5. | Accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

Lesson 22: Unit 7 Inventive Writing, p. 191-198

## Hawaii Content and Performance Standards

### Language Arts

Grade **6** - Adopted: **2025**

| CONTENT STANDARD / COURSE | | **Writing Anchor Standards** |
|---|---|---|
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | **Text Types and Purposes** |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | W.2. | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |

| CONTENT STANDARD / COURSE | | **Writing Anchor Standards** |
|---|---|---|
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | **Production and Distribution of Writing** |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | W.4. | Develop and strengthen writing that is appropriate to task, purpose, and audience by planning, revising, editing, rewriting, or trying a new approach. |

| CONTENT STANDARD / COURSE | | **Speaking and Listening Anchor Standards** |
|---|---|---|
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | **Comprehension and Collaboration** |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | SL.1. | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. |

| CONTENT STANDARD / COURSE | | **Language Anchor Standards** |
|---|---|---|
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | **Vocabulary Acquisition and Use** |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | L.5. | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. |

| CONTENT STANDARD / COURSE | | **Writing** |
|---|---|---|
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | **Text Types and Purposes** |

| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 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 / TOPIC | 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 aid comprehension. |
| EXPECTATION / TOPIC | b. | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |
| EXPECTATION / TOPIC | c. | Use appropriate transitions to clarify the relationships among ideas and concepts. |
| EXPECTATION / TOPIC | d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| EXPECTATION / TOPIC | f. | Provide a concluding statement or section that follows from the information or explanation presented. |
| **CONTENT STANDARD / COURSE** | | **Writing** |
| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Text Types and Purposes** |
| **INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK** | 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 / TOPIC | b. | Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. |
| EXPECTATION / TOPIC | d. | Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. |
| **CONTENT STANDARD / COURSE** | | **Writing** |
| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Production and Distribution of Writing** |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 6.W.4. | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of related Language standards.) |
| **CONTENT STANDARD / COURSE** | | **Speaking & Listening** |
| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Comprehension and Collaboration** |

| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 6.SL.1. | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly: |
|---|---|---|
| EXPECTATION / TOPIC | 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 / TOPIC | 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 / TOPIC | d. | Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. |
| CONTENT STANDARD / COURSE | | Speaking & Listening |
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | Presentation of Knowledge and Ideas |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 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 / COURSE | | Language |
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | Vocabulary Acquisition and Use |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 6.L.2. | Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing: |
| EXPECTATION / TOPIC | a. | Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. |
| CONTENT STANDARD / COURSE | | Language |
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | Vocabulary Acquisition and Use |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 6.L.5. | Accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

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

## Hawaii Content and Performance Standards

# Language Arts

| CONTENT STANDARD / COURSE | | **Writing Anchor Standards** |
|---|---|---|
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | **Text Types and Purposes** |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | W.2. | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| **CONTENT STANDARD / COURSE** | | **Writing Anchor Standards** |
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | **Production and Distribution of Writing** |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | W.4. | Develop and strengthen writing that is appropriate to task, purpose, and audience by planning, revising, editing, rewriting, or trying a new approach. |
| **CONTENT STANDARD / COURSE** | | **Speaking and Listening Anchor Standards** |
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | **Comprehension and Collaboration** |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | SL.1. | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. |
| **CONTENT STANDARD / COURSE** | | **Language Anchor Standards** |
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | **Vocabulary Acquisition and Use** |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | L.5. | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. |
| **CONTENT STANDARD / COURSE** | | **Writing** |

| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | Text Types and Purposes |
|---|---|---|
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 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 / TOPIC | 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 aid comprehension. |
| EXPECTATION / TOPIC | b. | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |
| EXPECTATION / TOPIC | c. | Use appropriate transitions to clarify the relationships among ideas and concepts. |
| EXPECTATION / TOPIC | d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| EXPECTATION / TOPIC | f. | Provide a concluding statement or section that follows from the information or explanation presented. |
| CONTENT STANDARD / COURSE | | Writing |
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | Text Types and Purposes |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 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 / TOPIC | b. | Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. |
| EXPECTATION / TOPIC | d. | Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. |
| CONTENT STANDARD / COURSE | | Writing |
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | Production and Distribution of Writing |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 6.W.4. | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of related Language standards.) |
| CONTENT STANDARD / COURSE | | Speaking & Listening |

| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | **Comprehension and Collaboration** |
|---|---|---|
| **INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK** | **6.SL.1.** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly:** |
| EXPECTATION / TOPIC | 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 / TOPIC | 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 / TOPIC | d. | Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. |
| **CONTENT STANDARD / COURSE** | | **Speaking & Listening** |
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | **Presentation of Knowledge and Ideas** |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 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 / COURSE** | | **Language** |
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | **Vocabulary Acquisition and Use** |
| **INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK** | **6.L.2.** | **Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing:** |
| EXPECTATION / TOPIC | a. | Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. |
| **CONTENT STANDARD / COURSE** | | **Language** |
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | **Vocabulary Acquisition and Use** |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 6.L.5. | Accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

## Hawaii Content and Performance Standards

### Language Arts

Grade **6** - Adopted: **2025**

| CONTENT STANDARD / COURSE | | Reading Anchor Standards |
|---|---|---|
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | **Key Ideas and Details** |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | R.1. | Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | R.2. | Determine main/central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | R.3. | Analyze how and why individuals, events, or ideas develop and interact over the course of a text. |
| CONTENT STANDARD / COURSE | | Reading Anchor Standards |
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | **Craft and Structure** |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | R.4. | Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. |
| CONTENT STANDARD / COURSE | | Reading Anchor Standards |
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | **Range of Reading and Level of Text Complexity** |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | R.10. | Read and comprehend complex literary and informational texts independently and proficiently. |
| CONTENT STANDARD / COURSE | | Writing Anchor Standards |

| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | Text Types and Purposes |
|---|---|---|
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | W.2. | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| **CONTENT STANDARD / COURSE** | | **Writing Anchor Standards** |
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | **Production and Distribution of Writing** |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | W.4. | Develop and strengthen writing that is appropriate to task, purpose, and audience by planning, revising, editing, rewriting, or trying a new approach. |
| **CONTENT STANDARD / COURSE** | | **Speaking and Listening Anchor Standards** |
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | **Comprehension and Collaboration** |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | SL.1. | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. |
| **CONTENT STANDARD / COURSE** | | **Language Anchor Standards** |
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | **Comprehension and Collaboration** |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | L.3. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. |
| **CONTENT STANDARD / COURSE** | | **Language Anchor Standards** |
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | **Vocabulary Acquisition and Use** |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | L.5. | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. |

| CONTENT STANDARD / COURSE | | Reading Informational |
|---|---|---|
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | Key Ideas and Details |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 6.RI.1. | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |

| CONTENT STANDARD / COURSE | | Reading Informational |
|---|---|---|
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | Key Ideas and Details |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 6.RI.2. | Analyze informational text development: |
| EXPECTATION / TOPIC | a. | Determine a main/central idea of a text. |

| CONTENT STANDARD / COURSE | | Reading Informational |
|---|---|---|
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | Key Ideas and Details |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 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 / COURSE | | Reading Informational |
|---|---|---|
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | Craft and Structure |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 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 / COURSE | | Reading Informational |
|---|---|---|
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | Range of Reading and Level of Text Complexity |

| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 6.RI.10. | Read and comprehend informational texts appropriately complex for grade 6. |
|---|---|---|
| **CONTENT STANDARD / COURSE** | | **Writing** |
| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Text Types and Purposes** |
| **INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK** | **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 / TOPIC | 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 aid comprehension. |
| EXPECTATION / TOPIC | b. | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |
| EXPECTATION / TOPIC | c. | Use appropriate transitions to clarify the relationships among ideas and concepts. |
| EXPECTATION / TOPIC | d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| EXPECTATION / TOPIC | f. | Provide a concluding statement or section that follows from the information or explanation presented. |
| **CONTENT STANDARD / COURSE** | | **Writing** |
| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Text Types and Purposes** |
| **INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK** | **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 / TOPIC | b. | Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. |
| EXPECTATION / TOPIC | d. | Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. |
| **CONTENT STANDARD / COURSE** | | **Writing** |
| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Production and Distribution of Writing** |

| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 6.W.4. | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of related Language standards.) |
|---|---|---|

| CONTENT STANDARD / COURSE | | **Speaking & Listening** |
|---|---|---|

| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | **Comprehension and Collaboration** |
|---|---|---|
| **INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK** | **6.SL.1.** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly:** |
| EXPECTATION / TOPIC | 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 / TOPIC | 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 / TOPIC | d. | Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. |

| CONTENT STANDARD / COURSE | | **Speaking & Listening** |
|---|---|---|

| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | **Presentation of Knowledge and Ideas** |
|---|---|---|
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 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 / COURSE | | **Language** |
|---|---|---|

| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | **Vocabulary Acquisition and Use** |
|---|---|---|
| **INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK** | **6.L.2.** | **Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing:** |
| EXPECTATION / TOPIC | a. | Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. |

| CONTENT STANDARD / COURSE | | **Language** |
|---|---|---|

| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | Vocabulary Acquisition and Use |
|---|---|---|
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 6.L.3. | 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 / TOPIC | 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 / TOPIC | 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 / COURSE | | Language |
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | Vocabulary Acquisition and Use |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 6.L.5. | Accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

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

## Hawaii Content and Performance Standards

### Language Arts

Grade **6** - Adopted: **2025**

| CONTENT STANDARD / COURSE | | Reading Anchor Standards |
|---|---|---|
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | Key Ideas and Details |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | R.1. | Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | R.2. | Determine main/central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | R.3. | Analyze how and why individuals, events, or ideas develop and interact over the course of a text. |

| CONTENT STANDARD / COURSE | | Reading Anchor Standards |
|---|---|---|
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | Craft and Structure |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | R.4. | Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. |

| CONTENT STANDARD / COURSE | | Reading Anchor Standards |
|---|---|---|
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | Range of Reading and Level of Text Complexity |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | R.10. | Read and comprehend complex literary and informational texts independently and proficiently. |

| CONTENT STANDARD / COURSE | | Writing Anchor Standards |
|---|---|---|
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | Text Types and Purposes |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | W.2. | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |

| CONTENT STANDARD / COURSE | | Writing Anchor Standards |
|---|---|---|
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | Production and Distribution of Writing |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | W.4. | Develop and strengthen writing that is appropriate to task, purpose, and audience by planning, revising, editing, rewriting, or trying a new approach. |

| CONTENT STANDARD / COURSE | | Writing Anchor Standards |
|---|---|---|
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | Research to Build and Present Knowledge |

| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | W.6. | Conduct short as well as more sustained research projects based on focused questions, integrating credible print and digital sources, demonstrating understanding of the subject under investigation, and avoiding plagiarism. |
|---|---|---|

| **CONTENT STANDARD / COURSE** | | **Speaking and Listening Anchor Standards** |
|---|---|---|

| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Comprehension and Collaboration** |
|---|---|---|

| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | SL.1. | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. |
|---|---|---|

| **CONTENT STANDARD / COURSE** | | **Language Anchor Standards** |
|---|---|---|

| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Comprehension and Collaboration** |
|---|---|---|

| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | L.3. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. |
|---|---|---|

| **CONTENT STANDARD / COURSE** | | **Language Anchor Standards** |
|---|---|---|

| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Vocabulary Acquisition and Use** |
|---|---|---|

| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | L.5. | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. |
|---|---|---|

| **CONTENT STANDARD / COURSE** | | **Reading Informational** |
|---|---|---|

| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Key Ideas and Details** |
|---|---|---|

| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 6.RI.1. | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
|---|---|---|

| **CONTENT STANDARD / COURSE** | | **Reading Informational** |
|---|---|---|

| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | Key Ideas and Details |
|---|---|---|
| **INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK** | **6.RI.2.** | **Analyze informational text development:** |
| EXPECTATION / TOPIC | a. | Determine a main/central idea of a text. |

| **CONTENT STANDARD / COURSE** | | **Reading Informational** |
|---|---|---|
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | Key Ideas and Details |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 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 / COURSE** | | **Reading Informational** |
|---|---|---|
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | Craft and Structure |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 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 / COURSE** | | **Reading Informational** |
|---|---|---|
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | Range of Reading and Level of Text Complexity |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 6.RI.10. | Read and comprehend informational texts appropriately complex for grade 6. |

| **CONTENT STANDARD / COURSE** | | **Writing** |
|---|---|---|
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | Text Types and Purposes |
| **INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK** | **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 / TOPIC | b. | Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. |
| EXPECTATION / TOPIC | d. | Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. |
| **CONTENT STANDARD / COURSE** | | **Writing** |
| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Production and Distribution of Writing** |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 6.W.4. | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of related Language standards.) |
| **CONTENT STANDARD / COURSE** | | **Writing** |
| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Research to Build and Present Knowledge** |
| **INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK** | **6.W.6.** | **Conduct short research projects to answer a question, drawing on several sources and modifying the inquiry when appropriate:** |
| EXPECTATION / TOPIC | a. | Gather relevant information from multiple print and digital sources. |
| EXPECTATION / TOPIC | c. | Draw evidence from literary or informational texts to support analysis, reflection, and research. |
| **CONTENT STANDARD / COURSE** | | **Speaking & Listening** |
| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Comprehension and Collaboration** |
| **INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK** | **6.SL.1.** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly:** |
| EXPECTATION / TOPIC | 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 / TOPIC | 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 / TOPIC | d. | Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. |

| CONTENT STANDARD / COURSE | | Speaking & Listening |
|---|---|---|
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | **Presentation of Knowledge and Ideas** |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 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 / COURSE | | Language |
|---|---|---|
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | **Vocabulary Acquisition and Use** |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 6.L.3. | **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 / TOPIC | 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 / TOPIC | 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 / COURSE | | Language |
|---|---|---|
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | **Vocabulary Acquisition and Use** |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 6.L.5. | Accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

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

## Hawaii Content and Performance Standards

### Language Arts

Grade **6** - Adopted: **2025**

| CONTENT STANDARD / COURSE | | Writing Anchor Standards |
|---|---|---|
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | **Text Types and Purposes** |

| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | W.2. | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
|---|---|---|

| **CONTENT STANDARD / COURSE** | | **Writing Anchor Standards** |
|---|---|---|

| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Production and Distribution of Writing** |
|---|---|---|

| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | W.4. | Develop and strengthen writing that is appropriate to task, purpose, and audience by planning, revising, editing, rewriting, or trying a new approach. |
|---|---|---|

| **CONTENT STANDARD / COURSE** | | **Speaking and Listening Anchor Standards** |
|---|---|---|

| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Comprehension and Collaboration** |
|---|---|---|

| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | SL.1. | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. |
|---|---|---|

| **CONTENT STANDARD / COURSE** | | **Language Anchor Standards** |
|---|---|---|

| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Vocabulary Acquisition and Use** |
|---|---|---|

| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | L.5. | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. |
|---|---|---|

| **CONTENT STANDARD / COURSE** | | **Writing** |
|---|---|---|

| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Text Types and Purposes** |
|---|---|---|
| **INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK** | **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 / TOPIC | 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 aid comprehension. |

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

| CONTENT STANDARD / COURSE | | **Writing** |
|---|---|---|
| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Text Types and Purposes** |
| **INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK** | **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 / TOPIC | b. | Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. |
| EXPECTATION / TOPIC | d. | Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. |

| CONTENT STANDARD / COURSE | | **Writing** |
|---|---|---|
| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Production and Distribution of Writing** |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 6.W.4. | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of related Language standards.) |

| CONTENT STANDARD / COURSE | | **Speaking & Listening** |
|---|---|---|
| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Comprehension and Collaboration** |
| **INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK** | **6.SL.1.** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly:** |
| EXPECTATION / TOPIC | 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 / TOPIC | 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 / TOPIC | d. | Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. |
|---|---|---|

| CONTENT STANDARD / COURSE | | **Speaking & Listening** |
|---|---|---|

| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | **Presentation of Knowledge and Ideas** |
|---|---|---|

| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 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 / COURSE | | **Language** |
|---|---|---|

| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | **Vocabulary Acquisition and Use** |
|---|---|---|

| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 6.L.2. | **Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing:** |
|---|---|---|

| EXPECTATION / TOPIC | a. | Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. |
|---|---|---|

| CONTENT STANDARD / COURSE | | **Language** |
|---|---|---|

| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | **Vocabulary Acquisition and Use** |
|---|---|---|

| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 6.L.5. | Accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
|---|---|---|

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

## Hawaii Content and Performance Standards

### Language Arts

Grade **6** - Adopted: **2025**

| CONTENT STANDARD / COURSE | | **Reading Anchor Standards** |
|---|---|---|

| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | Key Ideas and Details |
|---|---|---|
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | R.1. | Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | R.2. | Determine main/central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | R.3. | Analyze how and why individuals, events, or ideas develop and interact over the course of a text. |
| CONTENT STANDARD / COURSE | | Reading Anchor Standards |
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | Range of Reading and Level of Text Complexity |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | R.10. | Read and comprehend complex literary and informational texts independently and proficiently. |
| CONTENT STANDARD / COURSE | | Writing Anchor Standards |
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | Text Types and Purposes |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | W.2. | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| CONTENT STANDARD / COURSE | | Writing Anchor Standards |
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | Production and Distribution of Writing |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | W.4. | Develop and strengthen writing that is appropriate to task, purpose, and audience by planning, revising, editing, rewriting, or trying a new approach. |

| CONTENT STANDARD / COURSE | | **Speaking and Listening Anchor Standards** |
|---|---|---|
| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Comprehension and Collaboration** |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | SL.1. | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. |
| **CONTENT STANDARD / COURSE** | | **Language Anchor Standards** |
| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Comprehension and Collaboration** |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | L.3. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. |
| **CONTENT STANDARD / COURSE** | | **Language Anchor Standards** |
| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Vocabulary Acquisition and Use** |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | L.5. | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. |
| **CONTENT STANDARD / COURSE** | | **Reading Literature** |
| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Key Ideas and Details** |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 6.RL.1. | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| **CONTENT STANDARD / COURSE** | | **Reading Literature** |
| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Key Ideas and Details** |

| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 6.RL.3. | Analyze literary elements: |
| --- | --- | --- |
| EXPECTATION / TOPIC | a. | 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 / COURSE** | | **Reading Literature** |
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | Craft and Structure |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 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 / COURSE** | | **Reading Literature** |
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | Range of Reading and Level of Text Complexity |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 6.RL.10. | Read and comprehend literary texts appropriately complex for grade 6. |
| **CONTENT STANDARD / COURSE** | | **Writing** |
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | Text Types and Purposes |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 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 / TOPIC | 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 aid comprehension. |
| EXPECTATION / TOPIC | b. | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |
| EXPECTATION / TOPIC | c. | Use appropriate transitions to clarify the relationships among ideas and concepts. |
| EXPECTATION / TOPIC | d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |

| | | |
|---|---|---|
| EXPECTATION / TOPIC | f. | Provide a concluding statement or section that follows from the information or explanation presented. |

| | | |
|---|---|---|
| **CONTENT STANDARD / COURSE** | | **Writing** |

| | | |
|---|---|---|
| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Text Types and Purposes** |
| **INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK** | **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 / TOPIC | b. | Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. |

| | | |
|---|---|---|
| EXPECTATION / TOPIC | d. | Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. |

| | | |
|---|---|---|
| **CONTENT STANDARD / COURSE** | | **Writing** |

| | | |
|---|---|---|
| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Production and Distribution of Writing** |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 6.W.4. | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of related Language standards.) |

| | | |
|---|---|---|
| **CONTENT STANDARD / COURSE** | | **Speaking & Listening** |

| | | |
|---|---|---|
| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Comprehension and Collaboration** |
| **INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK** | **6.SL.1.** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly:** |

| | | |
|---|---|---|
| EXPECTATION / TOPIC | 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 / TOPIC | 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 / TOPIC | d. | Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. |

| | | |
|---|---|---|
| **CONTENT STANDARD / COURSE** | | **Speaking & Listening** |

| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | Presentation of Knowledge and Ideas |
|---|---|---|
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 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 / COURSE | | Language |
|---|---|---|
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | Vocabulary Acquisition and Use |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 6.L.2. | Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing: |
| EXPECTATION / TOPIC | a. | Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. |

| CONTENT STANDARD / COURSE | | Language |
|---|---|---|
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | Vocabulary Acquisition and Use |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 6.L.3. | 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 / TOPIC | 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 / TOPIC | 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 / COURSE | | Language |
|---|---|---|
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | Vocabulary Acquisition and Use |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 6.L.5. | Accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

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

## Hawaii Content and Performance Standards

# Language Arts

| CONTENT STANDARD / COURSE | | Reading Anchor Standards |
|---|---|---|
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | **Key Ideas and Details** |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | R.1. | Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | R.2. | Determine main/central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | R.3. | Analyze how and why individuals, events, or ideas develop and interact over the course of a text. |

| CONTENT STANDARD / COURSE | | Reading Anchor Standards |
|---|---|---|
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | **Craft and Structure** |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | R.4. | Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. |

| CONTENT STANDARD / COURSE | | Reading Anchor Standards |
|---|---|---|
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | **Range of Reading and Level of Text Complexity** |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | R.10. | Read and comprehend complex literary and informational texts independently and proficiently. |

| CONTENT STANDARD / COURSE | | Writing Anchor Standards |
|---|---|---|
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | **Text Types and Purposes** |

| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | W.2. | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
|---|---|---|

| **CONTENT STANDARD / COURSE** | | **Writing Anchor Standards** |
|---|---|---|

| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Production and Distribution of Writing** |
|---|---|---|

| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | W.4. | Develop and strengthen writing that is appropriate to task, purpose, and audience by planning, revising, editing, rewriting, or trying a new approach. |
|---|---|---|

| **CONTENT STANDARD / COURSE** | | **Speaking and Listening Anchor Standards** |
|---|---|---|

| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Comprehension and Collaboration** |
|---|---|---|

| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | SL.1. | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. |
|---|---|---|

| **CONTENT STANDARD / COURSE** | | **Language Anchor Standards** |
|---|---|---|

| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Comprehension and Collaboration** |
|---|---|---|

| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | L.3. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. |
|---|---|---|

| **CONTENT STANDARD / COURSE** | | **Language Anchor Standards** |
|---|---|---|

| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Vocabulary Acquisition and Use** |
|---|---|---|

| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | L.5. | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. |
|---|---|---|

| **CONTENT STANDARD / COURSE** | | **Reading Informational** |
|---|---|---|

| STANDARD /<br>PERFORMANCE<br>INDICATOR /<br>DOMAIN | | Key Ideas and Details |
|---|---|---|
| INDICATOR /<br>GRADE LEVEL<br>EXPECTATION /<br>BENCHMARK | 6.RI.1. | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |

| CONTENT<br>STANDARD /<br>COURSE | | Reading Informational |
|---|---|---|
| STANDARD /<br>PERFORMANCE<br>INDICATOR /<br>DOMAIN | | Key Ideas and Details |
| INDICATOR /<br>GRADE LEVEL<br>EXPECTATION /<br>BENCHMARK | 6.RI.2. | Analyze informational text development: |
| EXPECTATION /<br>TOPIC | a. | Determine a main/central idea of a text. |

| CONTENT<br>STANDARD /<br>COURSE | | Reading Informational |
|---|---|---|
| STANDARD /<br>PERFORMANCE<br>INDICATOR /<br>DOMAIN | | Key Ideas and Details |
| INDICATOR /<br>GRADE LEVEL<br>EXPECTATION /<br>BENCHMARK | 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<br>STANDARD /<br>COURSE | | Reading Informational |
|---|---|---|
| STANDARD /<br>PERFORMANCE<br>INDICATOR /<br>DOMAIN | | Craft and Structure |
| INDICATOR /<br>GRADE LEVEL<br>EXPECTATION /<br>BENCHMARK | 6.RI.4. | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. |

| CONTENT<br>STANDARD /<br>COURSE | | Reading Informational |
|---|---|---|
| STANDARD /<br>PERFORMANCE<br>INDICATOR /<br>DOMAIN | | Range of Reading and Level of Text Complexity |

| INDICATOR /<br>GRADE LEVEL<br>EXPECTATION /<br>BENCHMARK | 6.RI.10. | Read and comprehend informational texts appropriately complex for grade 6. |
|---|---|---|

| **CONTENT<br>STANDARD /<br>COURSE** | | **Reading Literature** |
|---|---|---|
| **STANDARD /<br>PERFORMANCE<br>INDICATOR /<br>DOMAIN** | | **Key Ideas and Details** |
| **INDICATOR /<br>GRADE LEVEL<br>EXPECTATION /<br>BENCHMARK** | **6.RL.2.** | **Analyze literary text development:** |
| EXPECTATION /<br>TOPIC | a. | Determine a theme of a text and how it is conveyed through particular details. |
| EXPECTATION /<br>TOPIC | b. | Incorporate a theme and story details into an objective summary of the text. |

| **CONTENT<br>STANDARD /<br>COURSE** | | **Reading Literature** |
|---|---|---|
| **STANDARD /<br>PERFORMANCE<br>INDICATOR /<br>DOMAIN** | | **Craft and Structure** |
| INDICATOR /<br>GRADE LEVEL<br>EXPECTATION /<br>BENCHMARK | 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<br>STANDARD /<br>COURSE** | | **Writing** |
|---|---|---|
| **STANDARD /<br>PERFORMANCE<br>INDICATOR /<br>DOMAIN** | | **Text Types and Purposes** |
| **INDICATOR /<br>GRADE LEVEL<br>EXPECTATION /<br>BENCHMARK** | **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 /<br>TOPIC | 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 aid comprehension. |
| EXPECTATION /<br>TOPIC | b. | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |
| EXPECTATION /<br>TOPIC | c. | Use appropriate transitions to clarify the relationships among ideas and concepts. |

| EXPECTATION /<br>TOPIC | d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
|---|---|---|
| EXPECTATION /<br>TOPIC | f. | Provide a concluding statement or section that follows from the information or explanation presented. |

| **CONTENT<br>STANDARD /<br>COURSE** | | **Writing** |
|---|---|---|
| **STANDARD /<br>PERFORMANCE<br>INDICATOR /<br>DOMAIN** | | **Text Types and Purposes** |
| **INDICATOR /<br>GRADE LEVEL<br>EXPECTATION /<br>BENCHMARK** | **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 /<br>TOPIC | b. | Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. |
| EXPECTATION /<br>TOPIC | d. | Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. |

| **CONTENT<br>STANDARD /<br>COURSE** | | **Writing** |
|---|---|---|
| **STANDARD /<br>PERFORMANCE<br>INDICATOR /<br>DOMAIN** | | **Production and Distribution of Writing** |
| INDICATOR /<br>GRADE LEVEL<br>EXPECTATION /<br>BENCHMARK | 6.W.4. | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of related Language standards.) |

| **CONTENT<br>STANDARD /<br>COURSE** | | **Writing** |
|---|---|---|
| **STANDARD /<br>PERFORMANCE<br>INDICATOR /<br>DOMAIN** | | **Research to Build and Present Knowledge** |
| **INDICATOR /<br>GRADE LEVEL<br>EXPECTATION /<br>BENCHMARK** | **6.W.6.** | **Conduct short research projects to answer a question, drawing on several sources and modifying the inquiry when appropriate:** |
| EXPECTATION /<br>TOPIC | d. | Quote or paraphrase the data and conclusions of others while avoiding plagiarism. |

| **CONTENT<br>STANDARD /<br>COURSE** | | **Speaking & Listening** |
|---|---|---|
| **STANDARD /<br>PERFORMANCE<br>INDICATOR /<br>DOMAIN** | | **Comprehension and Collaboration** |

| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 6.SL.1. | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly: |
|---|---|---|
| EXPECTATION / TOPIC | 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 / TOPIC | 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 / TOPIC | d. | Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. |
| CONTENT STANDARD / COURSE | | **Speaking & Listening** |
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | **Presentation of Knowledge and Ideas** |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 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 / COURSE | | **Language** |
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | **Vocabulary Acquisition and Use** |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 6.L.2. | Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing: |
| EXPECTATION / TOPIC | a. | Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. |
| CONTENT STANDARD / COURSE | | **Language** |
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | **Vocabulary Acquisition and Use** |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 6.L.3. | 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 / TOPIC | 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 / TOPIC | 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 / COURSE | | Language |
|---|---|---|
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | Vocabulary Acquisition and Use |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 6.L.5. | Accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

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

## Hawaii Content and Performance Standards

### Language Arts

Grade **6** - Adopted: **2025**

| CONTENT STANDARD / COURSE | | Reading Anchor Standards |
|---|---|---|
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | Key Ideas and Details |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | R.1. | Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | R.2. | Determine main/central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | R.3. | Analyze how and why individuals, events, or ideas develop and interact over the course of a text. |
| CONTENT STANDARD / COURSE | | Reading Anchor Standards |
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | Range of Reading and Level of Text Complexity |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | R.10. | Read and comprehend complex literary and informational texts independently and proficiently. |
| CONTENT STANDARD / COURSE | | Writing Anchor Standards |

| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | Text Types and Purposes |
|---|---|---|
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | W.2. | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| **CONTENT STANDARD / COURSE** | | **Writing Anchor Standards** |
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | Production and Distribution of Writing |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | W.4. | Develop and strengthen writing that is appropriate to task, purpose, and audience by planning, revising, editing, rewriting, or trying a new approach. |
| **CONTENT STANDARD / COURSE** | | **Speaking and Listening Anchor Standards** |
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | Comprehension and Collaboration |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | SL.1. | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. |
| **CONTENT STANDARD / COURSE** | | **Language Anchor Standards** |
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | Comprehension and Collaboration |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | L.3. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. |
| **CONTENT STANDARD / COURSE** | | **Language Anchor Standards** |
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | Vocabulary Acquisition and Use |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | L.5. | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. |

| CONTENT STANDARD / COURSE | | Reading Literature |
|---|---|---|
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | Key Ideas and Details |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 6.RL.1. | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |

| CONTENT STANDARD / COURSE | | Reading Literature |
|---|---|---|
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | Key Ideas and Details |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 6.RL.3. | Analyze literary elements: |
| EXPECTATION / TOPIC | a. | 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 / COURSE | | Reading Literature |
|---|---|---|
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | Craft and Structure |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 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 / COURSE | | Reading Literature |
|---|---|---|
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | Range of Reading and Level of Text Complexity |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 6.RL.10. | Read and comprehend literary texts appropriately complex for grade 6. |

| CONTENT STANDARD / COURSE | | Writing |
|---|---|---|
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | Text Types and Purposes |

| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 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 / TOPIC | 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 aid comprehension. |
| EXPECTATION / TOPIC | b. | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |
| EXPECTATION / TOPIC | c. | Use appropriate transitions to clarify the relationships among ideas and concepts. |
| EXPECTATION / TOPIC | d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| EXPECTATION / TOPIC | f. | Provide a concluding statement or section that follows from the information or explanation presented. |
| **CONTENT STANDARD / COURSE** | | **Writing** |
| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Text Types and Purposes** |
| **INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK** | **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 / TOPIC | b. | Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. |
| EXPECTATION / TOPIC | d. | Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. |
| **CONTENT STANDARD / COURSE** | | **Writing** |
| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Production and Distribution of Writing** |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 6.W.4. | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of related Language standards.) |
| **CONTENT STANDARD / COURSE** | | **Writing** |
| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Research to Build and Present Knowledge** |

| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 6.W.6. | Conduct short research projects to answer a question, drawing on several sources and modifying the inquiry when appropriate: |
|---|---|---|
| EXPECTATION / TOPIC | d. | Quote or paraphrase the data and conclusions of others while avoiding plagiarism. |
| CONTENT STANDARD / COURSE | | Speaking & Listening |
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | Comprehension and Collaboration |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 6.SL.1. | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly: |
| EXPECTATION / TOPIC | 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 / TOPIC | 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 / TOPIC | d. | Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. |
| CONTENT STANDARD / COURSE | | Speaking & Listening |
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | Presentation of Knowledge and Ideas |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 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 / COURSE | | Language |
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | Vocabulary Acquisition and Use |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 6.L.2. | Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing: |
| EXPECTATION / TOPIC | a. | Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. |
| CONTENT STANDARD / COURSE | | Language |

| STANDARD /<br>PERFORMANCE<br>INDICATOR /<br>DOMAIN | | Vocabulary Acquisition and Use |
|---|---|---|
| **INDICATOR /<br>GRADE LEVEL<br>EXPECTATION /<br>BENCHMARK** | **6.L.3.** | **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 /<br>TOPIC | 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 /<br>TOPIC | 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<br>STANDARD /<br>COURSE** | | **Language** |
| STANDARD /<br>PERFORMANCE<br>INDICATOR /<br>DOMAIN | | Vocabulary Acquisition and Use |
| INDICATOR /<br>GRADE LEVEL<br>EXPECTATION /<br>BENCHMARK | 6.L.5. | Accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

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

## Hawaii Content and Performance Standards

### Language Arts

Grade **6** - Adopted: **2025**

| **CONTENT<br>STANDARD /<br>COURSE** | | **Reading Anchor Standards** |
|---|---|---|
| STANDARD /<br>PERFORMANCE<br>INDICATOR /<br>DOMAIN | | Key Ideas and Details |
| INDICATOR /<br>GRADE LEVEL<br>EXPECTATION /<br>BENCHMARK | R.1. | Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |
| INDICATOR /<br>GRADE LEVEL<br>EXPECTATION /<br>BENCHMARK | R.2. | Determine main/central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
| INDICATOR /<br>GRADE LEVEL<br>EXPECTATION /<br>BENCHMARK | R.3. | Analyze how and why individuals, events, or ideas develop and interact over the course of a text. |

| CONTENT STANDARD / COURSE | | Reading Anchor Standards |
|---|---|---|
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | Craft and Structure |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | R.4. | Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. |

| CONTENT STANDARD / COURSE | | Reading Anchor Standards |
|---|---|---|
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | Range of Reading and Level of Text Complexity |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | R.10. | Read and comprehend complex literary and informational texts independently and proficiently. |

| CONTENT STANDARD / COURSE | | Writing Anchor Standards |
|---|---|---|
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | Text Types and Purposes |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | W.2. | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |

| CONTENT STANDARD / COURSE | | Writing Anchor Standards |
|---|---|---|
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | Production and Distribution of Writing |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | W.4. | Develop and strengthen writing that is appropriate to task, purpose, and audience by planning, revising, editing, rewriting, or trying a new approach. |

| CONTENT STANDARD / COURSE | | Speaking and Listening Anchor Standards |
|---|---|---|
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | Comprehension and Collaboration |

| | | |
|---|---|---|
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | SL.1. | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. |

| | | |
|---|---|---|
| **CONTENT STANDARD / COURSE** | | **Language Anchor Standards** |

| | | |
|---|---|---|
| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Comprehension and Collaboration** |

| | | |
|---|---|---|
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | L.3. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. |

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|---|---|---|
| **CONTENT STANDARD / COURSE** | | **Language Anchor Standards** |

| | | |
|---|---|---|
| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Vocabulary Acquisition and Use** |

| | | |
|---|---|---|
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | L.5. | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. |

| | | |
|---|---|---|
| **CONTENT STANDARD / COURSE** | | **Reading Informational** |

| | | |
|---|---|---|
| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Key Ideas and Details** |

| | | |
|---|---|---|
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 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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|---|---|---|
| **CONTENT STANDARD / COURSE** | | **Reading Informational** |

| | | |
|---|---|---|
| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Key Ideas and Details** |
| **INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK** | **6.RI.2.** | **Analyze informational text development:** |

| | | |
|---|---|---|
| EXPECTATION / TOPIC | a. | Determine a main/central idea of a text. |

| CONTENT STANDARD / COURSE | | **Reading Informational** |
|---|---|---|
| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Key Ideas and Details** |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 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 / COURSE | | **Reading Informational** |
|---|---|---|
| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Craft and Structure** |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 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 / COURSE | | **Reading Informational** |
|---|---|---|
| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Range of Reading and Level of Text Complexity** |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 6.RI.10. | Read and comprehend informational texts appropriately complex for grade 6. |

| CONTENT STANDARD / COURSE | | **Reading Literature** |
|---|---|---|
| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Key Ideas and Details** |
| **INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK** | **6.RL.2.** | **Analyze literary text development:** |
| EXPECTATION / TOPIC | a. | Determine a theme of a text and how it is conveyed through particular details. |
| EXPECTATION / TOPIC | b. | Incorporate a theme and story details into an objective summary of the text. |

| CONTENT STANDARD / COURSE | | **Reading Literature** |
|---|---|---|

| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | Craft and Structure |
|---|---|---|
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 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 / COURSE** | | **Writing** |
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | Text Types and Purposes |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 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 / TOPIC | 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 aid comprehension. |
| EXPECTATION / TOPIC | b. | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |
| EXPECTATION / TOPIC | c. | Use appropriate transitions to clarify the relationships among ideas and concepts. |
| EXPECTATION / TOPIC | d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| EXPECTATION / TOPIC | f. | Provide a concluding statement or section that follows from the information or explanation presented. |
| **CONTENT STANDARD / COURSE** | | **Writing** |
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | Text Types and Purposes |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 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 / TOPIC | b. | Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. |
| EXPECTATION / TOPIC | d. | Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. |
| **CONTENT STANDARD / COURSE** | | **Writing** |

| | | |
|---|---|---|
| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Production and Distribution of Writing** |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 6.W.4. | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of related Language standards.) |
| **CONTENT STANDARD / COURSE** | | **Writing** |
| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Research to Build and Present Knowledge** |
| **INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK** | **6.W.6.** | **Conduct short research projects to answer a question, drawing on several sources and modifying the inquiry when appropriate:** |
| EXPECTATION / TOPIC | d. | Quote or paraphrase the data and conclusions of others while avoiding plagiarism. |
| **CONTENT STANDARD / COURSE** | | **Speaking & Listening** |
| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Comprehension and Collaboration** |
| **INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK** | **6.SL.1.** | **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly:** |
| EXPECTATION / TOPIC | 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 / TOPIC | 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 / TOPIC | d. | Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. |
| **CONTENT STANDARD / COURSE** | | **Speaking & Listening** |
| **STANDARD / PERFORMANCE INDICATOR / DOMAIN** | | **Presentation of Knowledge and Ideas** |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 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 / COURSE | | Language |
|---|---|---|
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | **Vocabulary Acquisition and Use** |
| **INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK** | **6.L.2.** | **Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing:** |
| EXPECTATION / TOPIC | a. | Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. |

| CONTENT STANDARD / COURSE | | Language |
|---|---|---|
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | **Vocabulary Acquisition and Use** |
| **INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK** | **6.L.3.** | **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 / TOPIC | 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 / TOPIC | 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 / COURSE | | Language |
|---|---|---|
| STANDARD / PERFORMANCE INDICATOR / DOMAIN | | **Vocabulary Acquisition and Use** |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 6.L.5. | Accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |