

# Main Criteria: Investigations in Writing

## Secondary Criteria: Iowa Student Standards

### Subject: Language Arts

Grade: 6

## Investigations in Writing

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

### Iowa Student Standards

#### Language Arts

Grade 6 - Adopted: 2024

##### STRAND / COURSE

##### College and Career Readiness Anchor Standards for Reading

###### ESSENTIAL CONCEPT AND/OR SKILL

###### Key Ideas and Details

###### DETAILED DESCRIPTOR

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.

###### DETAILED DESCRIPTOR

2

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

###### DETAILED DESCRIPTOR

3

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

##### STRAND / COURSE

##### College and Career Readiness Anchor Standards for Reading

###### ESSENTIAL CONCEPT AND/OR SKILL

###### Craft and Structure

###### DETAILED DESCRIPTOR

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.

##### STRAND / COURSE

##### College and Career Readiness Anchor Standards for Writing

###### ESSENTIAL CONCEPT AND/OR SKILL

###### Text Types and Purposes\*

###### DETAILED DESCRIPTOR

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.

###### DETAILED DESCRIPTOR

3

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

##### STRAND / COURSE

##### College and Career Readiness Anchor Standards for Writing

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Production and Distribution of Writing</b>
DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>STRAND / COURSE</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Research to Build and Present Knowledge</b>
DETAILED DESCRIPTOR	9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>STRAND / COURSE</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Comprehension and Collaboration</b>
DETAILED DESCRIPTOR	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.
<b>STRAND / COURSE</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Presentation of Knowledge and Ideas</b>
DETAILED DESCRIPTOR	4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
<b>STRAND / COURSE</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Knowledge of Language</b>
DETAILED DESCRIPTOR	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
<b>STRAND / COURSE</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
DETAILED DESCRIPTOR	4	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.
DETAILED DESCRIPTOR	6	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.

**STRAND / COURSE****Reading Standards for Informational Text 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
--------------------------------	--	-----------------------

**DETAILED DESCRIPTOR****RI.6.1.**

Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RI.6.1) (DOK 1,2,3)

**STRAND / COURSE****Reading Standards for Informational Text 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
<b>DETAILED DESCRIPTOR</b>	<b>RI.6.2.</b>	<b>Analyze informational text development.</b>

**GRADE LEVEL EXPECTATION****RI.6.2.a.**

Determine a central idea of a text and how it is conveyed through particular details.

**STRAND / COURSE****Reading Standards for Informational Text 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
--------------------------------	--	-----------------------

**DETAILED DESCRIPTOR****RI.6.3.**

Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through specific text examples). (RI.6.3) (DOK 2,3)

**STRAND / COURSE****Reading Standards for Informational Text 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
--------------------------------	--	---------------------

**DETAILED DESCRIPTOR****RI.6.4.**

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (RI.6.4) (DOK 1,2,3)

**DETAILED DESCRIPTOR****RI.6.5.**

Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. (RI.6.5) (DOK 2,3)

**STRAND / COURSE****Reading Standards for Informational Text 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Integration of Knowledge and Ideas
--------------------------------	--	------------------------------------

**DETAILED DESCRIPTOR****RI.6.7.**

Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. (RI.6.7) (DOK 3,4)

**STRAND / COURSE****Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
--------------------------------	--	----------------------------------------

DETAILED DESCRIPTOR	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above) (W.6.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.) (W.6.5) (DOK 2,3,4)

**STRAND / COURSE** **Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		<b>Research to Build and Present Knowledge</b>
DETAILED DESCRIPTOR	W.6.9.	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>

GRADE LEVEL EXPECTATION	W.6.9.b.	Apply grade 6 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”). (W.6.9) (DOK 2,3,4)
-------------------------	----------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **Speaking and Listening Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		<b>Comprehension and Collaboration</b>
DETAILED DESCRIPTOR	SL.6.1.	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>

GRADE LEVEL EXPECTATION	SL.6.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
-------------------------	-----------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	SL.6.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
-------------------------	-----------	------------------------------------------------------------------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (SL.6.1) (DOK 1,2,3)
-------------------------	-----------	-------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **Speaking and Listening Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		<b>Presentation of Knowledge and Ideas</b>
DETAILED DESCRIPTOR	SL.6.4.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes appropriate to purpose, audience, and task. (SL.6.4) (DOK 1,2,3)

**STRAND / COURSE** **Language Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		<b>Vocabulary Acquisition and Use</b>
--------------------------------	--	---------------------------------------

<b>DETAILED DESCRIPTOR</b>	L.6.4.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</b>
----------------------------	--------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	L.6.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
-------------------------	----------	---------------------------------------------------------------------------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	L.6.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or by using other reference materials). (L.6.4) (DOK 2,3)
-------------------------	----------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **Language Standards 6-12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
---------------------------------------	--	---------------------------------------

DETAILED DESCRIPTOR	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (L.6.6) (DOK 1,2)
---------------------	--------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **Reading Standards for Literacy in History/Social Studies 6–12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Key Ideas and Details</b>
---------------------------------------	--	------------------------------

DETAILED DESCRIPTOR	RH.6-8.1.	Cite specific textual evidence to support analysis of primary and secondary sources. (RH.6-8.1)
---------------------	-----------	-------------------------------------------------------------------------------------------------

DETAILED DESCRIPTOR	RH.6-8.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. (RH.6-8.2)
---------------------	-----------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **Reading Standards for Literacy in History/Social Studies 6–12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Craft and Structure</b>
---------------------------------------	--	----------------------------

DETAILED DESCRIPTOR	RH.6-8.4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. (RH.6-8.4)
---------------------	-----------	---------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **Reading Standards for Literacy in History/Social Studies 6–12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Integration of Knowledge and Ideas</b>
---------------------------------------	--	-------------------------------------------

DETAILED DESCRIPTOR	RH.6-8.7.	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital text to develop a coherent understanding of a topic or issue. (RH.6-8.7)
---------------------	-----------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **Reading Standards for Literacy in History/Social Studies 6–12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Range of Reading and Level of Text Complexity</b>
---------------------------------------	--	------------------------------------------------------

DETAILED DESCRIPTOR	RH.6-8.10.	By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently. (RH.6-8.10)
---------------------	------------	------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **Reading Standards for Literacy in Science and Technical Subjects 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
--------------------------------	--	-----------------------

DETAILED DESCRIPTOR	RST.6-8.1.	Cite specific textual evidence to support analysis of science and technical texts. (RST.6-8.1)
---------------------	------------	------------------------------------------------------------------------------------------------

DETAILED DESCRIPTOR	RST.6-8.2.	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. (RST.6-8.2)
---------------------	------------	------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **Reading Standards for Literacy in Science and Technical Subjects 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
--------------------------------	--	---------------------

DETAILED DESCRIPTOR	RST.6-8.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics. (RST.6-8.4)
---------------------	------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **Reading Standards for Literacy in Science and Technical Subjects 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Integration of Knowledge and Ideas
--------------------------------	--	------------------------------------

DETAILED DESCRIPTOR	RST.6-8.8.	Distinguish among facts, reasoned judgment based on research findings, and speculation in a text. (RST.6-8.8)
---------------------	------------	---------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **Reading Standards for Literacy in Science and Technical Subjects 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Range of Reading and Level of Text Complexity
--------------------------------	--	-----------------------------------------------

DETAILED DESCRIPTOR	RST.6-8.10.	By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently. (RST.6-8.10)
---------------------	-------------	--------------------------------------------------------------------------------------------------------------------------------------------------------

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

**Iowa Student Standards**

**Language Arts**

**Grade 6 - Adopted: 2024**

STRAND / COURSE	College and Career Readiness Anchor Standards for Reading
-----------------	-----------------------------------------------------------

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
--------------------------------	--	-----------------------

DETAILED DESCRIPTOR	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.
DETAILED DESCRIPTOR	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DETAILED DESCRIPTOR	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**STRAND / COURSE** **College and Career Readiness Anchor Standards for Reading**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>	<b>Craft and Structure</b>
DETAILED DESCRIPTOR	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.

**STRAND / COURSE** **College and Career Readiness Anchor Standards for Writing**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>	<b>Text Types and Purposes*</b>
DETAILED DESCRIPTOR	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.
DETAILED DESCRIPTOR	3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**STRAND / COURSE** **College and Career Readiness Anchor Standards for Writing**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>	<b>Production and Distribution of Writing</b>
DETAILED DESCRIPTOR	4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DETAILED DESCRIPTOR	5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**STRAND / COURSE** **College and Career Readiness Anchor Standards for Writing**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>	<b>Research to Build and Present Knowledge</b>
DETAILED DESCRIPTOR	9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

**STRAND / COURSE** **College and Career Readiness Anchor Standards for Writing**

ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
DETAILED DESCRIPTOR	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences
<b>STRAND / COURSE</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>	
ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	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.
<b>STRAND / COURSE</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>	
ESSENTIAL CONCEPT AND/OR SKILL		Presentation of Knowledge and Ideas
DETAILED DESCRIPTOR	4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
<b>STRAND / COURSE</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
ESSENTIAL CONCEPT AND/OR SKILL		Knowledge of Language
DETAILED DESCRIPTOR	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
<b>STRAND / COURSE</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	4	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.
DETAILED DESCRIPTOR	6	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.
<b>STRAND / COURSE</b>	<b>Reading Standards for Informational Text 6–12</b>	
ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RI.6.1) (DOK 1,2,3)

**STRAND / COURSE****Reading Standards for Informational Text 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
GRADE LEVEL EXPECTATION	DETAILED DESCRIPTOR	STANDARD
	RI.6.2.	Analyze informational text development.

**STRAND / COURSE****Reading Standards for Informational Text 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
GRADE LEVEL EXPECTATION	DETAILED DESCRIPTOR	STANDARD
	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through specific text examples). (RI.6.3) (DOK 2,3)

**STRAND / COURSE****Reading Standards for Informational Text 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
GRADE LEVEL EXPECTATION	DETAILED DESCRIPTOR	STANDARD
	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (RI.6.4) (DOK 1,2,3)
	RI.6.5.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. (RI.6.5) (DOK 2,3)

**STRAND / COURSE****Reading Standards for Informational Text 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	DETAILED DESCRIPTOR	STANDARD
	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. (RI.6.7) (DOK 3,4)

**STRAND / COURSE****Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
GRADE LEVEL EXPECTATION	DETAILED DESCRIPTOR	STANDARD
	W.6.1.	Write arguments to support claims with clear reasons and relevant evidence.
	W.6.1.d.	Establish and maintain tone and style appropriate to task and audience.

**STRAND / COURSE****Writing Standards 6–12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Text Types and Purposes</b>
<b>DETAILED DESCRIPTOR</b>	<b>W.6.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
GRADE LEVEL EXPECTATION	W.6.2.a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
GRADE LEVEL EXPECTATION	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
GRADE LEVEL EXPECTATION	W.6.2.c.	Use appropriate transitions, words, phrases, and clauses to clarify the relationships among ideas and concepts.
GRADE LEVEL EXPECTATION	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
GRADE LEVEL EXPECTATION	W.6.2.e.	Establish and maintain tone and style appropriate to task and audience.
GRADE LEVEL EXPECTATION	W.6.2.f.	Provide a concluding statement or section that follows the information or explanation presented. (W.6.2) (DOK 3,4)
<b>STRAND / COURSE</b>	<b>Writing Standards 6–12</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Production and Distribution of Writing</b>
DETAILED DESCRIPTOR	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above) (W.6.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.) (W.6.5) (DOK 2,3,4)
<b>STRAND / COURSE</b>	<b>Writing Standards 6–12</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Range of Writing</b>
DETAILED DESCRIPTOR	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.6.10) (DOK 1,2,3,4)
<b>STRAND / COURSE</b>	<b>Speaking and Listening Standards 6–12</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Comprehension and Collaboration</b>

<b>DETAILED DESCRIPTOR</b>	SL.6.1.	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
----------------------------	---------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	SL.6.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
-------------------------	-----------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	SL.6.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
-------------------------	-----------	------------------------------------------------------------------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (SL.6.1) (DOK 1,2,3)
-------------------------	-----------	-------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **Speaking and Listening Standards 6–12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Presentation of Knowledge and Ideas</b>
---------------------------------------	--	--------------------------------------------

DETAILED DESCRIPTOR	SL.6.4.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes appropriate to purpose, audience, and task. (SL.6.4) (DOK 1,2,3)
---------------------	---------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **Language Standards 6–12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
<b>DETAILED DESCRIPTOR</b>	L.6.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

GRADE LEVEL EXPECTATION	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
-------------------------	----------	------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	L.6.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. (L.6.1) (DOK 1,2)
-------------------------	----------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **Language Standards 6–12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
<b>DETAILED DESCRIPTOR</b>	L.6.4.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</b>

GRADE LEVEL EXPECTATION	L.6.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
-------------------------	----------	---------------------------------------------------------------------------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	L.6.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or by using other reference materials). (L.6.4) (DOK 2,3)
-------------------------	----------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **Language Standards 6–12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
<b>DETAILED DESCRIPTOR</b>	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (L.6.6) (DOK 1,2)
<b>STRAND / COURSE</b>	<b>Reading Standards for Literacy in History/Social Studies 6–12</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Key Ideas and Details</b>
<b>DETAILED DESCRIPTOR</b>	RH.6-8.1.	Cite specific textual evidence to support analysis of primary and secondary sources. (RH.6-8.1)
<b>DETAILED DESCRIPTOR</b>	RH.6-8.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. (RH.6-8.2)
<b>STRAND / COURSE</b>	<b>Reading Standards for Literacy in History/Social Studies 6–12</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Craft and Structure</b>
<b>DETAILED DESCRIPTOR</b>	RH.6-8.4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. (RH.6-8.4)
<b>STRAND / COURSE</b>	<b>Reading Standards for Literacy in History/Social Studies 6–12</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Integration of Knowledge and Ideas</b>
<b>DETAILED DESCRIPTOR</b>	RH.6-8.7.	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital text to develop a coherent understanding of a topic or issue. (RH.6-8.7)
<b>STRAND / COURSE</b>	<b>Reading Standards for Literacy in History/Social Studies 6–12</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Range of Reading and Level of Text Complexity</b>
<b>DETAILED DESCRIPTOR</b>	RH.6-8.10.	By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently. (RH.6-8.10)
<b>STRAND / COURSE</b>	<b>Reading Standards for Literacy in Science and Technical Subjects 6–12</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Key Ideas and Details</b>
<b>DETAILED DESCRIPTOR</b>	RST.6-8.1.	Cite specific textual evidence to support analysis of science and technical texts. (RST.6-8.1)

DETAILED DESCRIPTOR	RST.6-8.2.	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. (RST.6-8.2)
---------------------	------------	------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **Reading Standards for Literacy in Science and Technical Subjects 6–12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Craft and Structure</b>
---------------------------------------	--	----------------------------

DETAILED DESCRIPTOR	RST.6-8.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics. (RST.6-8.4)
---------------------	------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **Reading Standards for Literacy in Science and Technical Subjects 6–12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Integration of Knowledge and Ideas</b>
---------------------------------------	--	-------------------------------------------

DETAILED DESCRIPTOR	RST.6-8.8.	Distinguish among facts, reasoned judgment based on research findings, and speculation in a text. (RST.6-8.8)
---------------------	------------	---------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **Reading Standards for Literacy in Science and Technical Subjects 6–12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Range of Reading and Level of Text Complexity</b>
---------------------------------------	--	------------------------------------------------------

DETAILED DESCRIPTOR	RST.6-8.10.	By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently. (RST.6-8.10)
---------------------	-------------	--------------------------------------------------------------------------------------------------------------------------------------------------------

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

**Iowa Student Standards**

**Language Arts**

**Grade 6 - Adopted: 2024**

<b>STRAND / COURSE</b>	<b>College and Career Readiness Anchor Standards for Reading</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Key Ideas and Details</b>

DETAILED DESCRIPTOR	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.
---------------------	---	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

DETAILED DESCRIPTOR	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
---------------------	---	----------------------------------------------------------------------------------------------------------------------------

DETAILED DESCRIPTOR	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
---------------------	---	----------------------------------------------------------------------------------------------------

**STRAND / COURSE** **College and Career Readiness Anchor Standards for Reading**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Craft and Structure</b>
---------------------------------------	--	----------------------------

DETAILED DESCRIPTOR	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.
---------------------	---	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **College and Career Readiness Anchor Standards for Writing**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Text Types and Purposes*</b>
---------------------------------------	--	---------------------------------

DETAILED DESCRIPTOR	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.
---------------------	---	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

DETAILED DESCRIPTOR	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
---------------------	---	---------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **College and Career Readiness Anchor Standards for Writing**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Production and Distribution of Writing</b>
---------------------------------------	--	-----------------------------------------------

DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
---------------------	---	--------------------------------------------------------------------------------------------------------------------------------------

DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
---------------------	---	---------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **College and Career Readiness Anchor Standards for Writing**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Research to Build and Present Knowledge</b>
---------------------------------------	--	------------------------------------------------

DETAILED DESCRIPTOR	9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
---------------------	---	---------------------------------------------------------------------------------------------------

**STRAND / COURSE** **College and Career Readiness Anchor Standards for Writing**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Range of Writing</b>
---------------------------------------	--	-------------------------

DETAILED DESCRIPTOR	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences
---------------------	----	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **College and Career Readiness Anchor Standards for Speaking and Listening**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Comprehension and Collaboration</b>
---------------------------------------	--	----------------------------------------

DETAILED DESCRIPTOR	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.
---------------------	---	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **College and Career Readiness Anchor Standards for Speaking and Listening**

ESSENTIAL CONCEPT AND/OR SKILL		<b>Presentation of Knowledge and Ideas</b>
--------------------------------	--	--------------------------------------------

DETAILED DESCRIPTOR	4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
---------------------	---	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **College and Career Readiness Anchor Standards for Language**

ESSENTIAL CONCEPT AND/OR SKILL		<b>Knowledge of Language</b>
--------------------------------	--	------------------------------

DETAILED DESCRIPTOR	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
---------------------	---	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **College and Career Readiness Anchor Standards for Language**

ESSENTIAL CONCEPT AND/OR SKILL		<b>Vocabulary Acquisition and Use</b>
--------------------------------	--	---------------------------------------

DETAILED DESCRIPTOR	4	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.
---------------------	---	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

DETAILED DESCRIPTOR	6	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.
---------------------	---	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **Reading Standards for Informational Text 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		<b>Key Ideas and Details</b>
--------------------------------	--	------------------------------

DETAILED DESCRIPTOR	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RI.6.1) (DOK 1,2,3)
---------------------	---------	--------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **Reading Standards for Informational Text 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		<b>Key Ideas and Details</b>
DETAILED DESCRIPTOR	RI.6.2.	Analyze informational text development.

GRADE LEVEL EXPECTATION	RI.6.2.a.	Determine a central idea of a text and how it is conveyed through particular details.
-------------------------	-----------	---------------------------------------------------------------------------------------

**STRAND / COURSE****Reading Standards for Informational Text 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
--------------------------------	--	-----------------------

DETAILED DESCRIPTOR

RI.6.3.

Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through specific text examples). (RI.6.3) (DOK 2,3)

**STRAND / COURSE****Reading Standards for Informational Text 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
--------------------------------	--	---------------------

DETAILED DESCRIPTOR

RI.6.4.

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (RI.6.4) (DOK 1,2,3)

DETAILED DESCRIPTOR

RI.6.5.

Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. (RI.6.5) (DOK 2,3)

**STRAND / COURSE****Reading Standards for Informational Text 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Integration of Knowledge and Ideas
--------------------------------	--	------------------------------------

DETAILED DESCRIPTOR

RI.6.7.

Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. (RI.6.7) (DOK 3,4)

**STRAND / COURSE****Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DETAILED DESCRIPTOR	W.6.1.	Write arguments to support claims with clear reasons and relevant evidence.

GRADE LEVEL EXPECTATION

W.6.1.d.

Establish and maintain tone and style appropriate to task and audience.

**STRAND / COURSE****Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DETAILED DESCRIPTOR	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

GRADE LEVEL EXPECTATION

W.6.2.a.

Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

GRADE LEVEL EXPECTATION

W.6.2.b.

Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

GRADE LEVEL EXPECTATION	W.6.2.c.	Use appropriate transitions, words, phrases, and clauses to clarify the relationships among ideas and concepts.
GRADE LEVEL EXPECTATION	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
GRADE LEVEL EXPECTATION	W.6.2.e.	Establish and maintain tone and style appropriate to task and audience.
GRADE LEVEL EXPECTATION	W.6.2.f.	Provide a concluding statement or section that follows the information or explanation presented. (W.6.2) (DOK 3,4)

**STRAND / COURSE** **Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL	Production and Distribution of Writing	
DETAILED DESCRIPTOR	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above) (W.6.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.) (W.6.5) (DOK 2,3,4)

**STRAND / COURSE** **Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL	Research to Build and Present Knowledge	
DETAILED DESCRIPTOR	W.6.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

GRADE LEVEL EXPECTATION	W.6.9.b.	Apply grade 6 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”). (W.6.9) (DOK 2,3,4)
-------------------------	----------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL	Range of Writing	
DETAILED DESCRIPTOR	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.6.10) (DOK 1,2,3,4)

**STRAND / COURSE** **Speaking and Listening Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL	Comprehension and Collaboration	
--------------------------------	---------------------------------	--

<b>DETAILED DESCRIPTOR</b>	SL.6.1.	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
GRADE LEVEL EXPECTATION	SL.6.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
GRADE LEVEL EXPECTATION	SL.6.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
GRADE LEVEL EXPECTATION	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (SL.6.1) (DOK 1,2,3)
<b>STRAND / COURSE</b>	<b>Speaking and Listening Standards 6–12</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Presentation of Knowledge and Ideas</b>
DETAILED DESCRIPTOR	SL.6.4.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes appropriate to purpose, audience, and task. (SL.6.4) (DOK 1,2,3)
<b>STRAND / COURSE</b>	<b>Language Standards 6-12</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
DETAILED DESCRIPTOR	L.6.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
GRADE LEVEL EXPECTATION	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
GRADE LEVEL EXPECTATION	L.6.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. (L.6.1) (DOK 1,2)
<b>STRAND / COURSE</b>	<b>Language Standards 6-12</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
DETAILED DESCRIPTOR	L.6.4.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</b>
GRADE LEVEL EXPECTATION	L.6.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE LEVEL EXPECTATION	L.6.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or by using other reference materials). (L.6.4) (DOK 2,3)
<b>STRAND / COURSE</b>	<b>Language Standards 6-12</b>	

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
<b>DETAILED DESCRIPTOR</b>	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (L.6.6) (DOK 1,2)
<b>STRAND / COURSE</b>	<b>Reading Standards for Literacy in History/Social Studies 6–12</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Key Ideas and Details</b>
<b>DETAILED DESCRIPTOR</b>	RH.6-8.1.	Cite specific textual evidence to support analysis of primary and secondary sources. (RH.6-8.1)
<b>DETAILED DESCRIPTOR</b>	RH.6-8.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. (RH.6-8.2)
<b>STRAND / COURSE</b>	<b>Reading Standards for Literacy in History/Social Studies 6–12</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Craft and Structure</b>
<b>DETAILED DESCRIPTOR</b>	RH.6-8.4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. (RH.6-8.4)
<b>STRAND / COURSE</b>	<b>Reading Standards for Literacy in History/Social Studies 6–12</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Range of Reading and Level of Text Complexity</b>
<b>DETAILED DESCRIPTOR</b>	RH.6-8.10.	By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently. (RH.6-8.10)
<b>STRAND / COURSE</b>	<b>Reading Standards for Literacy in Science and Technical Subjects 6–12</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Key Ideas and Details</b>
<b>DETAILED DESCRIPTOR</b>	RST.6-8.1.	Cite specific textual evidence to support analysis of science and technical texts. (RST.6-8.1)
<b>DETAILED DESCRIPTOR</b>	RST.6-8.2.	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. (RST.6-8.2)
<b>STRAND / COURSE</b>	<b>Reading Standards for Literacy in Science and Technical Subjects 6–12</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Craft and Structure</b>

DETAILED DESCRIPTOR	RST.6-8.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics. (RST.6-8.4)
---------------------	------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **Reading Standards for Literacy in Science and Technical Subjects 6–12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>	<b>Integration of Knowledge and Ideas</b>
---------------------------------------	-------------------------------------------

DETAILED DESCRIPTOR	RST.6-8.8.	Distinguish among facts, reasoned judgment based on research findings, and speculation in a text. (RST.6-8.8)
---------------------	------------	---------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **Reading Standards for Literacy in Science and Technical Subjects 6–12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>	<b>Range of Reading and Level of Text Complexity</b>
---------------------------------------	------------------------------------------------------

DETAILED DESCRIPTOR	RST.6-8.10.	By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently. (RST.6-8.10)
---------------------	-------------	--------------------------------------------------------------------------------------------------------------------------------------------------------

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

**Iowa Student Standards**

**Language Arts**

**Grade 6 - Adopted: 2024**

**STRAND / COURSE** **College and Career Readiness Anchor Standards for Reading**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>	<b>Key Ideas and Details</b>
---------------------------------------	------------------------------

DETAILED DESCRIPTOR	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.
---------------------	---	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

DETAILED DESCRIPTOR	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
---------------------	---	----------------------------------------------------------------------------------------------------------------------------

DETAILED DESCRIPTOR	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
---------------------	---	----------------------------------------------------------------------------------------------------

**STRAND / COURSE** **College and Career Readiness Anchor Standards for Reading**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>	<b>Craft and Structure</b>
---------------------------------------	----------------------------

DETAILED DESCRIPTOR	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.
---------------------	---	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE****College and Career Readiness Anchor Standards for Writing**

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes*
--------------------------------	--	--------------------------

DETAILED DESCRIPTOR	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.
DETAILED DESCRIPTOR	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**STRAND / COURSE****College and Career Readiness Anchor Standards for Writing**

ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
--------------------------------	--	----------------------------------------

DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**STRAND / COURSE****College and Career Readiness Anchor Standards for Writing**

ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
--------------------------------	--	-----------------------------------------

DETAILED DESCRIPTOR	9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
---------------------	---	---------------------------------------------------------------------------------------------------

**STRAND / COURSE****College and Career Readiness Anchor Standards for Writing**

ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
--------------------------------	--	------------------

DETAILED DESCRIPTOR	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences
---------------------	----	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE****College and Career Readiness Anchor Standards for Speaking and Listening**

ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
--------------------------------	--	---------------------------------

DETAILED DESCRIPTOR	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.
---------------------	---	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE****College and Career Readiness Anchor Standards for Language**

ESSENTIAL CONCEPT AND/OR SKILL		Knowledge of Language
--------------------------------	--	-----------------------

DETAILED DESCRIPTOR	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
---------------------	---	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **College and Career Readiness Anchor Standards for Language**

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
--------------------------------	--	--------------------------------

DETAILED DESCRIPTOR	4	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.
---------------------	---	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

DETAILED DESCRIPTOR	6	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.
---------------------	---	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **Reading Standards for Informational Text 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
--------------------------------	--	-----------------------

DETAILED DESCRIPTOR	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RI.6.1) (DOK 1,2,3)
---------------------	---------	--------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **Reading Standards for Informational Text 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	RI.6.2.	Analyze informational text development.

GRADE LEVEL EXPECTATION	RI.6.2.a.	Determine a central idea of a text and how it is conveyed through particular details.
-------------------------	-----------	---------------------------------------------------------------------------------------

**STRAND / COURSE** **Reading Standards for Informational Text 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
--------------------------------	--	-----------------------

DETAILED DESCRIPTOR	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through specific text examples). (RI.6.3) (DOK 2,3)
---------------------	---------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **Reading Standards for Informational Text 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
--------------------------------	--	---------------------

DETAILED DESCRIPTOR	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (RI.6.4) (DOK 1,2,3)
---------------------	---------	--------------------------------------------------------------------------------------------------------------------------------------------------------

DETAILED DESCRIPTOR	RI.6.5.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. (RI.6.5) (DOK 2,3)
---------------------	---------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **Reading Standards for Informational Text 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Integration of Knowledge and Ideas
--------------------------------	--	------------------------------------

DETAILED DESCRIPTOR	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. (RI.6.7) (DOK 3,4)
---------------------	---------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DETAILED DESCRIPTOR	W.6.1.	Write arguments to support claims with clear reasons and relevant evidence.

GRADE LEVEL EXPECTATION	W.6.1.d.	Establish and maintain tone and style appropriate to task and audience.
-------------------------	----------	-------------------------------------------------------------------------

**STRAND / COURSE** **Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DETAILED DESCRIPTOR	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

GRADE LEVEL EXPECTATION	W.6.2.a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
-------------------------	----------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
-------------------------	----------	----------------------------------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	W.6.2.c.	Use appropriate transitions, words, phrases, and clauses to clarify the relationships among ideas and concepts.
-------------------------	----------	-----------------------------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
-------------------------	----------	-------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	W.6.2.e.	Establish and maintain tone and style appropriate to task and audience.
-------------------------	----------	-------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	W.6.2.f.	Provide a concluding statement or section that follows the information or explanation presented. (W.6.2) (DOK 3,4)
-------------------------	----------	--------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL	Production and Distribution of Writing	
--------------------------------	----------------------------------------	--

DETAILED DESCRIPTOR	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above) (W.6.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.) (W.6.5) (DOK 2,3,4)

**STRAND / COURSE** **Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL	Research to Build and Present Knowledge	
DETAILED DESCRIPTOR	W.6.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

GRADE LEVEL EXPECTATION	W.6.9.b.	Apply grade 6 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”). (W.6.9) (DOK 2,3,4)
-------------------------	----------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL	Range of Writing	
--------------------------------	------------------	--

DETAILED DESCRIPTOR	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.6.10) (DOK 1,2,3,4)
---------------------	---------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **Speaking and Listening Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL	Comprehension and Collaboration	
DETAILED DESCRIPTOR	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

GRADE LEVEL EXPECTATION	SL.6.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
-------------------------	-----------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	SL.6.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
-------------------------	-----------	------------------------------------------------------------------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (SL.6.1) (DOK 1,2,3)
-------------------------	-----------	-------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **Language Standards 6–12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
<b>DETAILED DESCRIPTOR</b>	L.6.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

GRADE LEVEL EXPECTATION	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
GRADE LEVEL EXPECTATION	L.6.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. (L.6.1) (DOK 1,2)

<b>STRAND / COURSE</b>	<b>Language Standards 6-12</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
<b>DETAILED DESCRIPTOR</b>	L.6.4.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</b>

GRADE LEVEL EXPECTATION	L.6.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE LEVEL EXPECTATION	L.6.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or by using other reference materials). (L.6.4) (DOK 2,3)

<b>STRAND / COURSE</b>	<b>Language Standards 6-12</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
<b>DETAILED DESCRIPTOR</b>	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (L.6.6) (DOK 1,2)

<b>STRAND / COURSE</b>	<b>Reading Standards for Literacy in History/Social Studies 6-12</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Key Ideas and Details</b>
<b>DETAILED DESCRIPTOR</b>	RH.6-8.1.	Cite specific textual evidence to support analysis of primary and secondary sources. (RH.6-8.1)

<b>DETAILED DESCRIPTOR</b>	RH.6-8.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. (RH.6-8.2)
----------------------------	-----------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<b>STRAND / COURSE</b>	<b>Reading Standards for Literacy in History/Social Studies 6-12</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Craft and Structure</b>
<b>DETAILED DESCRIPTOR</b>	RH.6-8.4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. (RH.6-8.4)

**STRAND / COURSE****Reading Standards for Literacy in History/Social Studies 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Range of Reading and Level of Text Complexity
--------------------------------	--	-----------------------------------------------

DETAILED DESCRIPTOR

RH.6-8.10.

By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently. (RH.6-8.10)

**STRAND / COURSE****Reading Standards for Literacy in Science and Technical Subjects 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
--------------------------------	--	-----------------------

DETAILED DESCRIPTOR

RST.6-8.1.

Cite specific textual evidence to support analysis of science and technical texts. (RST.6-8.1)

DETAILED DESCRIPTOR

RST.6-8.2.

Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. (RST.6-8.2)

**STRAND / COURSE****Reading Standards for Literacy in Science and Technical Subjects 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
--------------------------------	--	---------------------

DETAILED DESCRIPTOR

RST.6-8.4.

Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics. (RST.6-8.4)

**STRAND / COURSE****Reading Standards for Literacy in Science and Technical Subjects 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Integration of Knowledge and Ideas
--------------------------------	--	------------------------------------

DETAILED DESCRIPTOR

RST.6-8.8.

Distinguish among facts, reasoned judgment based on research findings, and speculation in a text. (RST.6-8.8)

**STRAND / COURSE****Reading Standards for Literacy in Science and Technical Subjects 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Range of Reading and Level of Text Complexity
--------------------------------	--	-----------------------------------------------

DETAILED DESCRIPTOR

RST.6-8.10.

By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently. (RST.6-8.10)

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

**Iowa Student Standards****Language Arts**

Grade 6 - Adopted: 2024

**STRAND / COURSE****College and Career Readiness Anchor Standards for Reading**

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	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.
DETAILED DESCRIPTOR	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DETAILED DESCRIPTOR	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**STRAND / COURSE****College and Career Readiness Anchor Standards for Writing**

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes*
DETAILED DESCRIPTOR	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.
DETAILED DESCRIPTOR	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**STRAND / COURSE****College and Career Readiness Anchor Standards for Writing**

ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
DETAILED DESCRIPTOR	9	Draw evidence from literary or informational texts to support analysis, reflection, and research.

**STRAND / COURSE****College and Career Readiness Anchor Standards for Speaking and Listening**

ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	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.

**STRAND / COURSE****College and Career Readiness Anchor Standards for Speaking and Listening**

ESSENTIAL CONCEPT AND/OR SKILL		Presentation of Knowledge and Ideas
DETAILED DESCRIPTOR	4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

**STRAND / COURSE****College and Career Readiness Anchor Standards for Language**

ESSENTIAL CONCEPT AND/OR SKILL		Knowledge of Language
--------------------------------	--	-----------------------

**DETAILED DESCRIPTOR**

3

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**STRAND / COURSE****College and Career Readiness Anchor Standards for Language**

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
--------------------------------	--	--------------------------------

**DETAILED DESCRIPTOR**

4

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.

**DETAILED DESCRIPTOR**

6

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.

**STRAND / COURSE****Reading Standards for Literature 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
--------------------------------	--	-----------------------

**DETAILED DESCRIPTOR**

RL.6.1.

Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RL.6.1) (DOK 1,2,3)

**DETAILED DESCRIPTOR**

RL.6.3.

Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. (RL.6.3) (DOK 2,3)

**STRAND / COURSE****Reading Standards for Literature 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
--------------------------------	--	---------------------

**DETAILED DESCRIPTOR**

RL.6.5.

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. (RL.6.5) (DOK 2,3)

**STRAND / COURSE****Reading Standards for Literature 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Range of Reading and Level of Text Complexity
--------------------------------	--	-----------------------------------------------

**DETAILED DESCRIPTOR**

RL.6.10.

By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (RL.6.10) (DOK 1,2)

**STRAND / COURSE****Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
--------------------------------	--	----------------------------------------

**DETAILED DESCRIPTOR**

W.6.4.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above) (W.6.4) (DOK 3,4)

**STRAND / COURSE****Speaking and Listening Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
--------------------------------	--	---------------------------------

**DETAILED DESCRIPTOR**

SL.6.1.

**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.**

**GRADE LEVEL EXPECTATION**

SL.6.1.a.

Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

**GRADE LEVEL EXPECTATION**

SL.6.1.c.

Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

**GRADE LEVEL EXPECTATION**

SL.6.1.d.

Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (SL.6.1) (DOK 1,2,3)

**STRAND / COURSE****Speaking and Listening Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Presentation of Knowledge and Ideas
--------------------------------	--	-------------------------------------

**DETAILED DESCRIPTOR**

SL.6.4.

Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes appropriate to purpose, audience, and task. (SL.6.4) (DOK 1,2,3)

**STRAND / COURSE****Language Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
--------------------------------	--	--------------------------------

**DETAILED DESCRIPTOR**

L.6.4.

**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.**

**GRADE LEVEL EXPECTATION**

L.6.4.a.

Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

**GRADE LEVEL EXPECTATION**

L.6.4.d.

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or by using other reference materials). (L.6.4) (DOK 2,3)

**STRAND / COURSE****Language Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL	Vocabulary Acquisition and Use	
--------------------------------	--------------------------------	--

DETAILED DESCRIPTOR	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (L.6.6) (DOK 1,2)
---------------------	--------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

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

## Iowa Student Standards

### Language Arts

Grade 6 - Adopted: 2024

STRAND / COURSE	College and Career Readiness Anchor Standards for Reading	
-----------------	-----------------------------------------------------------	--

ESSENTIAL CONCEPT AND/OR SKILL	Key Ideas and Details	
DETAILED DESCRIPTOR	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.
DETAILED DESCRIPTOR	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DETAILED DESCRIPTOR	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

STRAND / COURSE	College and Career Readiness Anchor Standards for Writing	
-----------------	-----------------------------------------------------------	--

ESSENTIAL CONCEPT AND/OR SKILL	Text Types and Purposes*	
DETAILED DESCRIPTOR	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.
DETAILED DESCRIPTOR	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

STRAND / COURSE	College and Career Readiness Anchor Standards for Writing	
-----------------	-----------------------------------------------------------	--

ESSENTIAL CONCEPT AND/OR SKILL	Production and Distribution of Writing	
DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**STRAND / COURSE****College and Career Readiness Anchor Standards for Writing**

ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
--------------------------------	--	-----------------------------------------

DETAILED DESCRIPTOR

9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

**STRAND / COURSE****College and Career Readiness Anchor Standards for Writing**

ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
--------------------------------	--	------------------

DETAILED DESCRIPTOR

10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences

**STRAND / COURSE****College and Career Readiness Anchor Standards for Speaking and Listening**

ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
--------------------------------	--	---------------------------------

DETAILED DESCRIPTOR

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.

**STRAND / COURSE****College and Career Readiness Anchor Standards for Language**

ESSENTIAL CONCEPT AND/OR SKILL		Knowledge of Language
--------------------------------	--	-----------------------

DETAILED DESCRIPTOR

3

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**STRAND / COURSE****College and Career Readiness Anchor Standards for Language**

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
--------------------------------	--	--------------------------------

DETAILED DESCRIPTOR

4

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.

DETAILED DESCRIPTOR

6

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.

**STRAND / COURSE****Reading Standards for Literature 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
--------------------------------	--	-----------------------

DETAILED DESCRIPTOR	RL.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RL.6.1) (DOK 1,2,3)
DETAILED DESCRIPTOR	RL.6.3.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. (RL.6.3) (DOK 2,3)
<b>STRAND / COURSE</b>	<b>Reading Standards for Literature 6–12</b>	
ESSENTIAL CONCEPT AND/OR SKILL		<b>Craft and Structure</b>
DETAILED DESCRIPTOR	RL.6.5.	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. (RL.6.5) (DOK 2,3)
<b>STRAND / COURSE</b>	<b>Reading Standards for Literature 6–12</b>	
ESSENTIAL CONCEPT AND/OR SKILL		<b>Range of Reading and Level of Text Complexity</b>
DETAILED DESCRIPTOR	RL.6.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (RL.6.10) (DOK 1,2)
<b>STRAND / COURSE</b>	<b>Writing Standards 6–12</b>	
ESSENTIAL CONCEPT AND/OR SKILL		<b>Text Types and Purposes</b>
DETAILED DESCRIPTOR	W.6.1.	<b>Write arguments to support claims with clear reasons and relevant evidence.</b>
GRADE LEVEL EXPECTATION	W.6.1.d.	Establish and maintain tone and style appropriate to task and audience.
<b>STRAND / COURSE</b>	<b>Writing Standards 6–12</b>	
ESSENTIAL CONCEPT AND/OR SKILL		<b>Text Types and Purposes</b>
DETAILED DESCRIPTOR	W.6.2.	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
GRADE LEVEL EXPECTATION	W.6.2.e.	Establish and maintain tone and style appropriate to task and audience.
<b>STRAND / COURSE</b>	<b>Writing Standards 6–12</b>	
ESSENTIAL CONCEPT AND/OR SKILL		<b>Text Types and Purposes</b>
DETAILED DESCRIPTOR	W.6.3.	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>

GRADE LEVEL EXPECTATION	W.6.3.a.	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
GRADE LEVEL EXPECTATION	W.6.3.c.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
GRADE LEVEL EXPECTATION	W.6.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
GRADE LEVEL EXPECTATION	W.6.3.e.	Provide a conclusion that follows the narrated experiences or events. (W.6.3) (DOK 3,4)

**STRAND / COURSE** **Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL	Production and Distribution of Writing	
DETAILED DESCRIPTOR	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above) (W.6.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.) (W.6.5) (DOK 2,3,4)

**STRAND / COURSE** **Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL	Range of Writing	
DETAILED DESCRIPTOR	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.6.10) (DOK 1,2,3,4)

**STRAND / COURSE** **Speaking and Listening Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL	Comprehension and Collaboration	
DETAILED DESCRIPTOR	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
GRADE LEVEL EXPECTATION	SL.6.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
GRADE LEVEL EXPECTATION	SL.6.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
GRADE LEVEL EXPECTATION	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (SL.6.1) (DOK 1,2,3)

**STRAND / COURSE****Language Standards 6-12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
<b>DETAILED DESCRIPTOR</b>	L.6.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

<b>GRADE LEVEL EXPECTATION</b>	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
--------------------------------	----------	------------------------------------------------------------------------------------------

<b>GRADE LEVEL EXPECTATION</b>	L.6.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. (L.6.1) (DOK 1,2)
--------------------------------	----------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE****Language Standards 6-12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
<b>DETAILED DESCRIPTOR</b>	L.6.4.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</b>

<b>GRADE LEVEL EXPECTATION</b>	L.6.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
--------------------------------	----------	---------------------------------------------------------------------------------------------------------------------------------------------------------------

<b>GRADE LEVEL EXPECTATION</b>	L.6.4.c.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
--------------------------------	----------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<b>GRADE LEVEL EXPECTATION</b>	L.6.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or by using other reference materials). (L.6.4) (DOK 2,3)
--------------------------------	----------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE****Language Standards 6-12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
---------------------------------------	--	---------------------------------------

<b>DETAILED DESCRIPTOR</b>	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (L.6.6) (DOK 1,2)
----------------------------	--------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

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

**Iowa Student Standards****Language Arts**

Grade 6 - Adopted: 2024

**STRAND / COURSE****College and Career Readiness Anchor Standards for Reading**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Key Ideas and Details</b>
---------------------------------------	--	------------------------------

DETAILED DESCRIPTOR	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.
DETAILED DESCRIPTOR	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DETAILED DESCRIPTOR	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**STRAND / COURSE** **College and Career Readiness Anchor Standards for Writing**

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes*
DETAILED DESCRIPTOR	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.
DETAILED DESCRIPTOR	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**STRAND / COURSE** **College and Career Readiness Anchor Standards for Writing**

ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**STRAND / COURSE** **College and Career Readiness Anchor Standards for Writing**

ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
DETAILED DESCRIPTOR	9	Draw evidence from literary or informational texts to support analysis, reflection, and research.

**STRAND / COURSE** **College and Career Readiness Anchor Standards for Writing**

ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
DETAILED DESCRIPTOR	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences

**STRAND / COURSE** **College and Career Readiness Anchor Standards for Speaking and Listening**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Comprehension and Collaboration</b>
---------------------------------------	--	----------------------------------------

DETAILED DESCRIPTOR	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.
---------------------	---	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **College and Career Readiness Anchor Standards for Language**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Knowledge of Language</b>
---------------------------------------	--	------------------------------

DETAILED DESCRIPTOR	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
---------------------	---	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **College and Career Readiness Anchor Standards for Language**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
---------------------------------------	--	---------------------------------------

DETAILED DESCRIPTOR	4	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.
---------------------	---	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

DETAILED DESCRIPTOR	6	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.
---------------------	---	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **Reading Standards for Literature 6–12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Key Ideas and Details</b>
---------------------------------------	--	------------------------------

DETAILED DESCRIPTOR	RL.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RL.6.1) (DOK 1,2,3)
---------------------	---------	--------------------------------------------------------------------------------------------------------------------------------------------

DETAILED DESCRIPTOR	RL.6.3.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. (RL.6.3) (DOK 2,3)
---------------------	---------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **Reading Standards for Literature 6–12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Craft and Structure</b>
---------------------------------------	--	----------------------------

DETAILED DESCRIPTOR	RL.6.5.	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. (RL.6.5) (DOK 2,3)
---------------------	---------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **Reading Standards for Literature 6–12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Range of Reading and Level of Text Complexity</b>
---------------------------------------	--	------------------------------------------------------

DETAILED DESCRIPTOR	RL.6.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (RL.6.10) (DOK 1,2)
---------------------	----------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DETAILED DESCRIPTOR	W.6.1.	Write arguments to support claims with clear reasons and relevant evidence.

GRADE LEVEL EXPECTATION	W.6.1.d.	Establish and maintain tone and style appropriate to task and audience.
-------------------------	----------	-------------------------------------------------------------------------

**STRAND / COURSE** **Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DETAILED DESCRIPTOR	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

GRADE LEVEL EXPECTATION	W.6.2.e.	Establish and maintain tone and style appropriate to task and audience.
-------------------------	----------	-------------------------------------------------------------------------

**STRAND / COURSE** **Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DETAILED DESCRIPTOR	W.6.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

GRADE LEVEL EXPECTATION	W.6.3.a.	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
-------------------------	----------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	W.6.3.c.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
-------------------------	----------	-----------------------------------------------------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	W.6.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
-------------------------	----------	---------------------------------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	W.6.3.e.	Provide a conclusion that follows the narrated experiences or events. (W.6.3) (DOK 3,4)
-------------------------	----------	-----------------------------------------------------------------------------------------

**STRAND / COURSE** **Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
DETAILED DESCRIPTOR	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above) (W.6.4) (DOK 3,4)

DETAILED DESCRIPTOR	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.) (W.6.5) (DOK 2,3,4)
---------------------	--------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
--------------------------------	--	------------------

DETAILED DESCRIPTOR	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.6.10) (DOK 1,2,3,4)
---------------------	---------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **Speaking and Listening Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
--------------------------------	--	---------------------------------

DETAILED DESCRIPTOR	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
---------------------	---------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	SL.6.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
-------------------------	-----------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	SL.6.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
-------------------------	-----------	------------------------------------------------------------------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (SL.6.1) (DOK 1,2,3)
-------------------------	-----------	-------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **Language Standards 6-12**

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
--------------------------------	--	---------------------------------

DETAILED DESCRIPTOR	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
---------------------	--------	--------------------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
-------------------------	----------	------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	L.6.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. (L.6.1) (DOK 1,2)
-------------------------	----------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **Language Standards 6-12**

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
--------------------------------	--	--------------------------------

DETAILED DESCRIPTOR	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
---------------------	--------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	L.6.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE LEVEL EXPECTATION	L.6.4.c.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
GRADE LEVEL EXPECTATION	L.6.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or by using other reference materials). (L.6.4) (DOK 2,3)

**STRAND / COURSE** **Language Standards 6-12**

ESSENTIAL CONCEPT AND/OR SKILL	Vocabulary Acquisition and Use	
DETAILED DESCRIPTOR	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (L.6.6) (DOK 1,2)

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

**Iowa Student Standards**

**Language Arts**

**Grade 6 - Adopted: 2024**

**STRAND / COURSE** **College and Career Readiness Anchor Standards for Reading**

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	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.
DETAILED DESCRIPTOR	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DETAILED DESCRIPTOR	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**STRAND / COURSE** **College and Career Readiness Anchor Standards for Writing**

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes*
DETAILED DESCRIPTOR	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.
DETAILED DESCRIPTOR	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**STRAND / COURSE****College and Career Readiness Anchor Standards for Writing**

ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
--------------------------------	--	----------------------------------------

DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**STRAND / COURSE****College and Career Readiness Anchor Standards for Writing**

ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
--------------------------------	--	-----------------------------------------

DETAILED DESCRIPTOR	9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
---------------------	---	---------------------------------------------------------------------------------------------------

**STRAND / COURSE****College and Career Readiness Anchor Standards for Writing**

ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
--------------------------------	--	------------------

DETAILED DESCRIPTOR	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences
---------------------	----	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE****College and Career Readiness Anchor Standards for Speaking and Listening**

ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
--------------------------------	--	---------------------------------

DETAILED DESCRIPTOR	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.
---------------------	---	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE****College and Career Readiness Anchor Standards for Language**

ESSENTIAL CONCEPT AND/OR SKILL		Knowledge of Language
--------------------------------	--	-----------------------

DETAILED DESCRIPTOR	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
---------------------	---	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE****College and Career Readiness Anchor Standards for Language**

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
--------------------------------	--	--------------------------------

DETAILED DESCRIPTOR	4	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.
DETAILED DESCRIPTOR	6	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.

**STRAND / COURSE** **Reading Standards for Literature 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	RL.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RL.6.1) (DOK 1,2,3)
DETAILED DESCRIPTOR	RL.6.3.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. (RL.6.3) (DOK 2,3)

**STRAND / COURSE** **Reading Standards for Literature 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
DETAILED DESCRIPTOR	RL.6.5.	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. (RL.6.5) (DOK 2,3)

**STRAND / COURSE** **Reading Standards for Literature 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Range of Reading and Level of Text Complexity
DETAILED DESCRIPTOR	RL.6.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (RL.6.10) (DOK 1,2)

**STRAND / COURSE** **Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DETAILED DESCRIPTOR	W.6.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXPECTATION	W.6.1.d.	Establish and maintain tone and style appropriate to task and audience.

**STRAND / COURSE** **Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
--------------------------------	--	-------------------------

<b>DETAILED DESCRIPTOR</b>	W.6.2.	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
----------------------------	--------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	W.6.2.e.	Establish and maintain tone and style appropriate to task and audience.
-------------------------	----------	-------------------------------------------------------------------------

**STRAND / COURSE** **Writing Standards 6–12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Text Types and Purposes</b>
<b>DETAILED DESCRIPTOR</b>	W.6.3.	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>

GRADE LEVEL EXPECTATION	W.6.3.a.	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
-------------------------	----------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	W.6.3.c.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
-------------------------	----------	-----------------------------------------------------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	W.6.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
-------------------------	----------	---------------------------------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	W.6.3.e.	Provide a conclusion that follows the narrated experiences or events. (W.6.3) (DOK 3,4)
-------------------------	----------	-----------------------------------------------------------------------------------------

**STRAND / COURSE** **Writing Standards 6–12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Production and Distribution of Writing</b>
---------------------------------------	--	-----------------------------------------------

DETAILED DESCRIPTOR	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above) (W.6.4) (DOK 3,4)
---------------------	--------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

DETAILED DESCRIPTOR	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.) (W.6.5) (DOK 2,3,4)
---------------------	--------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **Writing Standards 6–12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Range of Writing</b>
---------------------------------------	--	-------------------------

DETAILED DESCRIPTOR	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.6.10) (DOK 1,2,3,4)
---------------------	---------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **Speaking and Listening Standards 6–12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Comprehension and Collaboration</b>
---------------------------------------	--	----------------------------------------

<b>DETAILED DESCRIPTOR</b>	SL.6.1.	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
----------------------------	---------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	SL.6.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
-------------------------	-----------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	SL.6.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
-------------------------	-----------	------------------------------------------------------------------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (SL.6.1) (DOK 1,2,3)
-------------------------	-----------	-------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **Language Standards 6-12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
---------------------------------------	--	----------------------------------------

<b>DETAILED DESCRIPTOR</b>	L.6.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
----------------------------	--------	---------------------------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
-------------------------	----------	------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	L.6.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. (L.6.1) (DOK 1,2)
-------------------------	----------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **Language Standards 6-12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
---------------------------------------	--	---------------------------------------

<b>DETAILED DESCRIPTOR</b>	L.6.4.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</b>
----------------------------	--------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	L.6.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
-------------------------	----------	---------------------------------------------------------------------------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	L.6.4.c.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
-------------------------	----------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	L.6.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or by using other reference materials). (L.6.4) (DOK 2,3)
-------------------------	----------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **Language Standards 6-12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
---------------------------------------	--	---------------------------------------

<b>DETAILED DESCRIPTOR</b>	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (L.6.6) (DOK 1,2)
----------------------------	--------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**Iowa Student Standards****Language Arts****Grade 6 - Adopted: 2024****STRAND / COURSE****College and Career Readiness Anchor Standards for Reading****ESSENTIAL CONCEPT AND/OR SKILL****Key Ideas and Details****DETAILED DESCRIPTOR****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.

**DETAILED DESCRIPTOR****2**

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

**DETAILED DESCRIPTOR****3**

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**STRAND / COURSE****College and Career Readiness Anchor Standards for Reading****ESSENTIAL CONCEPT AND/OR SKILL****Craft and Structure****DETAILED DESCRIPTOR****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.

**STRAND / COURSE****College and Career Readiness Anchor Standards for Writing****ESSENTIAL CONCEPT AND/OR SKILL****Text Types and Purposes\*****DETAILED DESCRIPTOR****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.

**DETAILED DESCRIPTOR****3**

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**STRAND / COURSE****College and Career Readiness Anchor Standards for Writing****ESSENTIAL CONCEPT AND/OR SKILL****Production and Distribution of Writing****DETAILED DESCRIPTOR****4**

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**DETAILED DESCRIPTOR****5**

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**STRAND / COURSE****College and Career Readiness Anchor Standards for Writing**

ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
--------------------------------	--	-----------------------------------------

DETAILED DESCRIPTOR

9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

**STRAND / COURSE****College and Career Readiness Anchor Standards for Writing**

ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
--------------------------------	--	------------------

DETAILED DESCRIPTOR

10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences

**STRAND / COURSE****College and Career Readiness Anchor Standards for Speaking and Listening**

ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
--------------------------------	--	---------------------------------

DETAILED DESCRIPTOR

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.

**STRAND / COURSE****College and Career Readiness Anchor Standards for Language**

ESSENTIAL CONCEPT AND/OR SKILL		Knowledge of Language
--------------------------------	--	-----------------------

DETAILED DESCRIPTOR

3

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**STRAND / COURSE****College and Career Readiness Anchor Standards for Language**

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
--------------------------------	--	--------------------------------

DETAILED DESCRIPTOR

4

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.

DETAILED DESCRIPTOR

6

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.

**STRAND / COURSE****Reading Standards for Informational Text 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
--------------------------------	--	-----------------------

DETAILED DESCRIPTOR	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RI.6.1) (DOK 1,2,3)
---------------------	---------	--------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **Reading Standards for Informational Text 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		<b>Key Ideas and Details</b>
DETAILED DESCRIPTOR	RI.6.2.	Analyze informational text development.

GRADE LEVEL EXPECTATION	RI.6.2.a.	Determine a central idea of a text and how it is conveyed through particular details.
-------------------------	-----------	---------------------------------------------------------------------------------------

**STRAND / COURSE** **Reading Standards for Informational Text 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		<b>Key Ideas and Details</b>
--------------------------------	--	------------------------------

DETAILED DESCRIPTOR	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through specific text examples). (RI.6.3) (DOK 2,3)
---------------------	---------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **Reading Standards for Informational Text 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		<b>Craft and Structure</b>
--------------------------------	--	----------------------------

DETAILED DESCRIPTOR	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (RI.6.4) (DOK 1,2,3)
---------------------	---------	--------------------------------------------------------------------------------------------------------------------------------------------------------

DETAILED DESCRIPTOR	RI.6.5.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. (RI.6.5) (DOK 2,3)
---------------------	---------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **Reading Standards for Informational Text 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		<b>Integration of Knowledge and Ideas</b>
--------------------------------	--	-------------------------------------------

DETAILED DESCRIPTOR	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. (RI.6.7) (DOK 3,4)
---------------------	---------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		<b>Text Types and Purposes</b>
DETAILED DESCRIPTOR	W.6.1.	Write arguments to support claims with clear reasons and relevant evidence.

GRADE LEVEL EXPECTATION	W.6.1.d.	Establish and maintain tone and style appropriate to task and audience.
-------------------------	----------	-------------------------------------------------------------------------

**STRAND / COURSE****Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DETAILED DESCRIPTOR	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
GRADE LEVEL EXPECTATION	W.6.2.a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
GRADE LEVEL EXPECTATION	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
GRADE LEVEL EXPECTATION	W.6.2.c.	Use appropriate transitions, words, phrases, and clauses to clarify the relationships among ideas and concepts.
GRADE LEVEL EXPECTATION	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
GRADE LEVEL EXPECTATION	W.6.2.e.	Establish and maintain tone and style appropriate to task and audience.
GRADE LEVEL EXPECTATION	W.6.2.f.	Provide a concluding statement or section that follows the information or explanation presented. (W.6.2) (DOK 3,4)

**STRAND / COURSE****Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
DETAILED DESCRIPTOR	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above) (W.6.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.) (W.6.5) (DOK 2,3,4)

**STRAND / COURSE****Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
DETAILED DESCRIPTOR	W.6.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
GRADE LEVEL EXPECTATION	W.6.9.b.	Apply grade 6 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”). (W.6.9) (DOK 2,3,4)

**STRAND / COURSE****Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
--------------------------------	--	------------------

DETAILED DESCRIPTOR	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.6.10) (DOK 1,2,3,4)
---------------------	---------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

#### STRAND / COURSE

#### Speaking and Listening Standards 6–12

ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

GRADE LEVEL EXPECTATION	SL.6.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
-------------------------	-----------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	SL.6.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
-------------------------	-----------	------------------------------------------------------------------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (SL.6.1) (DOK 1,2,3)
-------------------------	-----------	-------------------------------------------------------------------------------------------------------------------------------------------------

#### STRAND / COURSE

#### Language Standards 6-12

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

GRADE LEVEL EXPECTATION	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
-------------------------	----------	------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	L.6.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. (L.6.1) (DOK 1,2)
-------------------------	----------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

#### STRAND / COURSE

#### Language Standards 6-12

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

GRADE LEVEL EXPECTATION	L.6.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
-------------------------	----------	---------------------------------------------------------------------------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	L.6.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or by using other reference materials). (L.6.4) (DOK 2,3)
-------------------------	----------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE****Language Standards 6-12**

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
--------------------------------	--	--------------------------------

**DETAILED DESCRIPTOR**

L.6.6.

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (L.6.6) (DOK 1,2)

**STRAND / COURSE****Reading Standards for Literacy in History/Social Studies 6-12**

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
--------------------------------	--	-----------------------

**DETAILED DESCRIPTOR**

RH.6-8.1.

Cite specific textual evidence to support analysis of primary and secondary sources. (RH.6-8.1)

**DETAILED DESCRIPTOR**

RH.6-8.2.

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. (RH.6-8.2)

**STRAND / COURSE****Reading Standards for Literacy in History/Social Studies 6-12**

ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
--------------------------------	--	---------------------

**DETAILED DESCRIPTOR**

RH.6-8.4.

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. (RH.6-8.4)

**STRAND / COURSE****Reading Standards for Literacy in History/Social Studies 6-12**

ESSENTIAL CONCEPT AND/OR SKILL		Range of Reading and Level of Text Complexity
--------------------------------	--	-----------------------------------------------

**DETAILED DESCRIPTOR**

RH.6-8.10.

By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently. (RH.6-8.10)

**STRAND / COURSE****Reading Standards for Literacy in Science and Technical Subjects 6-12**

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
--------------------------------	--	-----------------------

**DETAILED DESCRIPTOR**

RST.6-8.1.

Cite specific textual evidence to support analysis of science and technical texts. (RST.6-8.1)

**DETAILED DESCRIPTOR**

RST.6-8.2.

Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. (RST.6-8.2)

**STRAND / COURSE****Reading Standards for Literacy in Science and Technical Subjects 6-12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Craft and Structure</b>
DETAILED DESCRIPTOR	RST.6-8.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics. (RST.6-8.4)
<b>STRAND / COURSE</b>	<b>Reading Standards for Literacy in Science and Technical Subjects 6–12</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Integration of Knowledge and Ideas</b>
DETAILED DESCRIPTOR	RST.6-8.8.	Distinguish among facts, reasoned judgment based on research findings, and speculation in a text. (RST.6-8.8)
<b>STRAND / COURSE</b>	<b>Reading Standards for Literacy in Science and Technical Subjects 6–12</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Range of Reading and Level of Text Complexity</b>
DETAILED DESCRIPTOR	RST.6-8.10.	By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently. (RST.6-8.10)
Lesson 10: Unit 4 Summarizing a Reference, p. 83-90		
<b>Iowa Student Standards</b>		
<b>Language Arts</b>		
<b>Grade 6 - Adopted: 2024</b>		
<b>STRAND / COURSE</b>	<b>College and Career Readiness Anchor Standards for Reading</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Key Ideas and Details</b>
DETAILED DESCRIPTOR	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.
DETAILED DESCRIPTOR	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DETAILED DESCRIPTOR	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
<b>STRAND / COURSE</b>	<b>College and Career Readiness Anchor Standards for Reading</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Craft and Structure</b>

DETAILED DESCRIPTOR	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.
---------------------	---	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **College and Career Readiness Anchor Standards for Writing**

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes*
--------------------------------	--	--------------------------

DETAILED DESCRIPTOR	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.
---------------------	---	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

DETAILED DESCRIPTOR	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
---------------------	---	---------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **College and Career Readiness Anchor Standards for Writing**

ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
--------------------------------	--	----------------------------------------

DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
---------------------	---	--------------------------------------------------------------------------------------------------------------------------------------

DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
---------------------	---	---------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **College and Career Readiness Anchor Standards for Writing**

ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
--------------------------------	--	-----------------------------------------

DETAILED DESCRIPTOR	9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
---------------------	---	---------------------------------------------------------------------------------------------------

**STRAND / COURSE** **College and Career Readiness Anchor Standards for Writing**

ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
--------------------------------	--	------------------

DETAILED DESCRIPTOR	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences
---------------------	----	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **College and Career Readiness Anchor Standards for Speaking and Listening**

ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
--------------------------------	--	---------------------------------

DETAILED DESCRIPTOR	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.
---------------------	---	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE****College and Career Readiness Anchor Standards for Language**

ESSENTIAL CONCEPT AND/OR SKILL		Knowledge of Language
--------------------------------	--	-----------------------

**DETAILED DESCRIPTOR**

3

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**STRAND / COURSE****College and Career Readiness Anchor Standards for Language**

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
--------------------------------	--	--------------------------------

**DETAILED DESCRIPTOR**

4

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.

**DETAILED DESCRIPTOR**

6

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.

**STRAND / COURSE****Reading Standards for Informational Text 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
--------------------------------	--	-----------------------

**DETAILED DESCRIPTOR**

RI.6.1.

Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RI.6.1) (DOK 1,2,3)

**STRAND / COURSE****Reading Standards for Informational Text 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	RI.6.2.	Analyze informational text development.

**GRADE LEVEL EXPECTATION**

RI.6.2.a.

Determine a central idea of a text and how it is conveyed through particular details.

**STRAND / COURSE****Reading Standards for Informational Text 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
--------------------------------	--	-----------------------

**DETAILED DESCRIPTOR**

RI.6.3.

Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through specific text examples). (RI.6.3) (DOK 2,3)

**STRAND / COURSE****Reading Standards for Informational Text 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
DETAILED DESCRIPTOR	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (RI.6.4) (DOK 1,2,3)
DETAILED DESCRIPTOR	RI.6.5.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. (RI.6.5) (DOK 2,3)
<b>STRAND / COURSE</b>	<b>Reading Standards for Informational Text 6–12</b>	
ESSENTIAL CONCEPT AND/OR SKILL		Integration of Knowledge and Ideas
DETAILED DESCRIPTOR	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. (RI.6.7) (DOK 3,4)
<b>STRAND / COURSE</b>	<b>Writing Standards 6–12</b>	
ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DETAILED DESCRIPTOR	W.6.1.	<b>Write arguments to support claims with clear reasons and relevant evidence.</b>
GRADE LEVEL EXPECTATION	W.6.1.d.	Establish and maintain tone and style appropriate to task and audience.
<b>STRAND / COURSE</b>	<b>Writing Standards 6–12</b>	
ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DETAILED DESCRIPTOR	W.6.2.	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
GRADE LEVEL EXPECTATION	W.6.2.a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
GRADE LEVEL EXPECTATION	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
GRADE LEVEL EXPECTATION	W.6.2.c.	Use appropriate transitions, words, phrases, and clauses to clarify the relationships among ideas and concepts.
GRADE LEVEL EXPECTATION	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
GRADE LEVEL EXPECTATION	W.6.2.e.	Establish and maintain tone and style appropriate to task and audience.
GRADE LEVEL EXPECTATION	W.6.2.f.	Provide a concluding statement or section that follows the information or explanation presented. (W.6.2) (DOK 3,4)

**STRAND / COURSE****Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
DETAILED DESCRIPTOR	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above) (W.6.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.) (W.6.5) (DOK 2,3,4)

**STRAND / COURSE****Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
DETAILED DESCRIPTOR	W.6.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
GRADE LEVEL EXPECTATION	W.6.9.b.	Apply grade 6 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”). (W.6.9) (DOK 2,3,4)

**STRAND / COURSE****Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
DETAILED DESCRIPTOR	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.6.10) (DOK 1,2,3,4)

**STRAND / COURSE****Speaking and Listening Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
GRADE LEVEL EXPECTATION	SL.6.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
GRADE LEVEL EXPECTATION	SL.6.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
GRADE LEVEL EXPECTATION	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (SL.6.1) (DOK 1,2,3)

**STRAND / COURSE****Language Standards 6-12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
<b>DETAILED DESCRIPTOR</b>	L.6.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

<b>GRADE LEVEL EXPECTATION</b>	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
--------------------------------	----------	------------------------------------------------------------------------------------------

<b>GRADE LEVEL EXPECTATION</b>	L.6.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. (L.6.1) (DOK 1,2)
--------------------------------	----------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE****Language Standards 6-12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
<b>DETAILED DESCRIPTOR</b>	L.6.4.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</b>

<b>GRADE LEVEL EXPECTATION</b>	L.6.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
--------------------------------	----------	---------------------------------------------------------------------------------------------------------------------------------------------------------------

<b>GRADE LEVEL EXPECTATION</b>	L.6.4.c.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
--------------------------------	----------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<b>GRADE LEVEL EXPECTATION</b>	L.6.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or by using other reference materials). (L.6.4) (DOK 2,3)
--------------------------------	----------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE****Language Standards 6-12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
---------------------------------------	--	---------------------------------------

<b>DETAILED DESCRIPTOR</b>	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (L.6.6) (DOK 1,2)
----------------------------	--------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE****Reading Standards for Literacy in History/Social Studies 6-12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Key Ideas and Details</b>
---------------------------------------	--	------------------------------

<b>DETAILED DESCRIPTOR</b>	RH.6-8.1.	Cite specific textual evidence to support analysis of primary and secondary sources. (RH.6-8.1)
----------------------------	-----------	-------------------------------------------------------------------------------------------------

<b>DETAILED DESCRIPTOR</b>	RH.6-8.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. (RH.6-8.2)
----------------------------	-----------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE****Reading Standards for Literacy in History/Social Studies 6-12**

ESSENTIAL CONCEPT AND/OR SKILL	Craft and Structure	
--------------------------------	---------------------	--

DETAILED DESCRIPTOR	RH.6-8.4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. (RH.6-8.4)
---------------------	-----------	---------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **Reading Standards for Literacy in History/Social Studies 6–12**

ESSENTIAL CONCEPT AND/OR SKILL	Range of Reading and Level of Text Complexity	
--------------------------------	-----------------------------------------------	--

DETAILED DESCRIPTOR	RH.6-8.10.	By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently. (RH.6-8.10)
---------------------	------------	------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **Reading Standards for Literacy in Science and Technical Subjects 6–12**

ESSENTIAL CONCEPT AND/OR SKILL	Key Ideas and Details	
--------------------------------	-----------------------	--

DETAILED DESCRIPTOR	RST.6-8.1.	Cite specific textual evidence to support analysis of science and technical texts. (RST.6-8.1)
---------------------	------------	------------------------------------------------------------------------------------------------

DETAILED DESCRIPTOR	RST.6-8.2.	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. (RST.6-8.2)
---------------------	------------	------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **Reading Standards for Literacy in Science and Technical Subjects 6–12**

ESSENTIAL CONCEPT AND/OR SKILL	Craft and Structure	
--------------------------------	---------------------	--

DETAILED DESCRIPTOR	RST.6-8.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics. (RST.6-8.4)
---------------------	------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **Reading Standards for Literacy in Science and Technical Subjects 6–12**

ESSENTIAL CONCEPT AND/OR SKILL	Integration of Knowledge and Ideas	
--------------------------------	------------------------------------	--

DETAILED DESCRIPTOR	RST.6-8.8.	Distinguish among facts, reasoned judgment based on research findings, and speculation in a text. (RST.6-8.8)
---------------------	------------	---------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **Reading Standards for Literacy in Science and Technical Subjects 6–12**

ESSENTIAL CONCEPT AND/OR SKILL	Range of Reading and Level of Text Complexity	
--------------------------------	-----------------------------------------------	--

DETAILED DESCRIPTOR	RST.6-8.10.	By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently. (RST.6-8.10)
---------------------	-------------	--------------------------------------------------------------------------------------------------------------------------------------------------------

# Iowa Student Standards

## Language Arts

Grade 6 - Adopted: 2024

<b>STRAND / COURSE</b>			<b>College and Career Readiness Anchor Standards for Reading</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Key Ideas and Details</b>	
DETAILED DESCRIPTOR	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.
DETAILED DESCRIPTOR	2		Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DETAILED DESCRIPTOR	3		Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
<b>STRAND / COURSE</b>			<b>College and Career Readiness Anchor Standards for Reading</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Craft and Structure</b>	
DETAILED DESCRIPTOR	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.
<b>STRAND / COURSE</b>			<b>College and Career Readiness Anchor Standards for Writing</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Text Types and Purposes*</b>	
DETAILED DESCRIPTOR	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.
DETAILED DESCRIPTOR	3		Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
<b>STRAND / COURSE</b>			<b>College and Career Readiness Anchor Standards for Writing</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Production and Distribution of Writing</b>	
DETAILED DESCRIPTOR	4		Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DETAILED DESCRIPTOR	5		Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>STRAND / COURSE</b>			<b>College and Career Readiness Anchor Standards for Writing</b>

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Research to Build and Present Knowledge</b>
---------------------------------------	--	------------------------------------------------

DETAILED DESCRIPTOR	9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
---------------------	---	---------------------------------------------------------------------------------------------------

**STRAND / COURSE** **College and Career Readiness Anchor Standards for Writing**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Range of Writing</b>
---------------------------------------	--	-------------------------

DETAILED DESCRIPTOR	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences
---------------------	----	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **College and Career Readiness Anchor Standards for Speaking and Listening**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Comprehension and Collaboration</b>
---------------------------------------	--	----------------------------------------

DETAILED DESCRIPTOR	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.
---------------------	---	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **College and Career Readiness Anchor Standards for Language**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Knowledge of Language</b>
---------------------------------------	--	------------------------------

DETAILED DESCRIPTOR	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
---------------------	---	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **College and Career Readiness Anchor Standards for Language**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
---------------------------------------	--	---------------------------------------

DETAILED DESCRIPTOR	4	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.
---------------------	---	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

DETAILED DESCRIPTOR	6	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.
---------------------	---	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **Reading Standards for Informational Text 6–12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Key Ideas and Details</b>
---------------------------------------	--	------------------------------

DETAILED DESCRIPTOR	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RI.6.1) (DOK 1,2,3)
---------------------	---------	--------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE****Reading Standards for Informational Text 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	RI.6.2.	Analyze informational text development.

## GRADE LEVEL EXPECTATION

RI.6.2.a. Determine a central idea of a text and how it is conveyed through particular details.

**STRAND / COURSE****Reading Standards for Informational Text 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through specific text examples). (RI.6.3) (DOK 2,3)

**STRAND / COURSE****Reading Standards for Informational Text 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
DETAILED DESCRIPTOR	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (RI.6.4) (DOK 1,2,3)
DETAILED DESCRIPTOR	RI.6.5.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. (RI.6.5) (DOK 2,3)

**STRAND / COURSE****Reading Standards for Informational Text 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Integration of Knowledge and Ideas
DETAILED DESCRIPTOR	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. (RI.6.7) (DOK 3,4)

**STRAND / COURSE****Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DETAILED DESCRIPTOR	W.6.1.	Write arguments to support claims with clear reasons and relevant evidence.

## GRADE LEVEL EXPECTATION

W.6.1.d. Establish and maintain tone and style appropriate to task and audience.

**STRAND / COURSE****Writing Standards 6–12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Text Types and Purposes</b>
<b>DETAILED DESCRIPTOR</b>	<b>W.6.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
GRADE LEVEL EXPECTATION	W.6.2.a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
GRADE LEVEL EXPECTATION	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
GRADE LEVEL EXPECTATION	W.6.2.c.	Use appropriate transitions, words, phrases, and clauses to clarify the relationships among ideas and concepts.
GRADE LEVEL EXPECTATION	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
GRADE LEVEL EXPECTATION	W.6.2.e.	Establish and maintain tone and style appropriate to task and audience.
GRADE LEVEL EXPECTATION	W.6.2.f.	Provide a concluding statement or section that follows the information or explanation presented. (W.6.2) (DOK 3,4)
<b>STRAND / COURSE</b>	<b>Writing Standards 6–12</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>	<b>Production and Distribution of Writing</b>	
DETAILED DESCRIPTOR	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above) (W.6.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.) (W.6.5) (DOK 2,3,4)
<b>STRAND / COURSE</b>	<b>Writing Standards 6–12</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>	<b>Research to Build and Present Knowledge</b>	
<b>DETAILED DESCRIPTOR</b>	<b>W.6.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
GRADE LEVEL EXPECTATION	W.6.9.b.	Apply grade 6 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”). (W.6.9) (DOK 2,3,4)
<b>STRAND / COURSE</b>	<b>Writing Standards 6–12</b>	

ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
--------------------------------	--	------------------

DETAILED DESCRIPTOR	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.6.10) (DOK 1,2,3,4)
---------------------	---------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **Speaking and Listening Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

GRADE LEVEL EXPECTATION	SL.6.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
-------------------------	-----------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	SL.6.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
-------------------------	-----------	------------------------------------------------------------------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (SL.6.1) (DOK 1,2,3)
-------------------------	-----------	-------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **Language Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

GRADE LEVEL EXPECTATION	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
-------------------------	----------	------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	L.6.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. (L.6.1) (DOK 1,2)
-------------------------	----------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **Language Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

GRADE LEVEL EXPECTATION	L.6.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
-------------------------	----------	---------------------------------------------------------------------------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	L.6.4.c.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
-------------------------	----------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	L.6.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or by using other reference materials). (L.6.4) (DOK 2,3)
-------------------------	----------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **Language Standards 6-12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
---------------------------------------	--	---------------------------------------

DETAILED DESCRIPTOR	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (L.6.6) (DOK 1,2)
---------------------	--------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **Reading Standards for Literacy in History/Social Studies 6-12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Key Ideas and Details</b>
---------------------------------------	--	------------------------------

DETAILED DESCRIPTOR	RH.6-8.1.	Cite specific textual evidence to support analysis of primary and secondary sources. (RH.6-8.1)
---------------------	-----------	-------------------------------------------------------------------------------------------------

DETAILED DESCRIPTOR	RH.6-8.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. (RH.6-8.2)
---------------------	-----------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **Reading Standards for Literacy in History/Social Studies 6-12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Craft and Structure</b>
---------------------------------------	--	----------------------------

DETAILED DESCRIPTOR	RH.6-8.4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. (RH.6-8.4)
---------------------	-----------	---------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **Reading Standards for Literacy in History/Social Studies 6-12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Range of Reading and Level of Text Complexity</b>
---------------------------------------	--	------------------------------------------------------

DETAILED DESCRIPTOR	RH.6-8.10.	By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently. (RH.6-8.10)
---------------------	------------	------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **Reading Standards for Literacy in Science and Technical Subjects 6-12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Key Ideas and Details</b>
---------------------------------------	--	------------------------------

DETAILED DESCRIPTOR	RST.6-8.1.	Cite specific textual evidence to support analysis of science and technical texts. (RST.6-8.1)
---------------------	------------	------------------------------------------------------------------------------------------------

DETAILED DESCRIPTOR	RST.6-8.2.	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. (RST.6-8.2)
---------------------	------------	------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE****Reading Standards for Literacy in Science and Technical Subjects 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
--------------------------------	--	---------------------

**DETAILED DESCRIPTOR**

RST.6-8.4.

Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics. (RST.6-8.4)

**STRAND / COURSE****Reading Standards for Literacy in Science and Technical Subjects 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Integration of Knowledge and Ideas
--------------------------------	--	------------------------------------

**DETAILED DESCRIPTOR**

RST.6-8.8.

Distinguish among facts, reasoned judgment based on research findings, and speculation in a text. (RST.6-8.8)

**STRAND / COURSE****Reading Standards for Literacy in Science and Technical Subjects 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Range of Reading and Level of Text Complexity
--------------------------------	--	-----------------------------------------------

**DETAILED DESCRIPTOR**

RST.6-8.10.

By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently. (RST.6-8.10)

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

**Iowa Student Standards****Language Arts****Grade 6 - Adopted: 2024****STRAND / COURSE****College and Career Readiness Anchor Standards for Reading**

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
--------------------------------	--	-----------------------

**DETAILED DESCRIPTOR**

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.

**DETAILED DESCRIPTOR**

2

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

**DETAILED DESCRIPTOR**

3

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**STRAND / COURSE****College and Career Readiness Anchor Standards for Reading**

ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
--------------------------------	--	---------------------

DETAILED DESCRIPTOR	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.
---------------------	---	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **College and Career Readiness Anchor Standards for Writing**

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes*
--------------------------------	--	--------------------------

DETAILED DESCRIPTOR	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.
---------------------	---	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

DETAILED DESCRIPTOR	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
---------------------	---	---------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **College and Career Readiness Anchor Standards for Writing**

ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
--------------------------------	--	----------------------------------------

DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
---------------------	---	--------------------------------------------------------------------------------------------------------------------------------------

DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
---------------------	---	---------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **College and Career Readiness Anchor Standards for Writing**

ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
--------------------------------	--	-----------------------------------------

DETAILED DESCRIPTOR	9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
---------------------	---	---------------------------------------------------------------------------------------------------

**STRAND / COURSE** **College and Career Readiness Anchor Standards for Writing**

ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
--------------------------------	--	------------------

DETAILED DESCRIPTOR	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences
---------------------	----	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **College and Career Readiness Anchor Standards for Speaking and Listening**

ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
--------------------------------	--	---------------------------------

DETAILED DESCRIPTOR	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.
---------------------	---	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE****College and Career Readiness Anchor Standards for Language**

ESSENTIAL CONCEPT AND/OR SKILL		Knowledge of Language
--------------------------------	--	-----------------------

**DETAILED DESCRIPTOR**

3

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**STRAND / COURSE****College and Career Readiness Anchor Standards for Language**

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
--------------------------------	--	--------------------------------

**DETAILED DESCRIPTOR**

4

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.

**DETAILED DESCRIPTOR**

6

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.

**STRAND / COURSE****Reading Standards for Informational Text 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
--------------------------------	--	-----------------------

**DETAILED DESCRIPTOR**

RI.6.1.

Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RI.6.1) (DOK 1,2,3)

**STRAND / COURSE****Reading Standards for Informational Text 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	RI.6.2.	Analyze informational text development.

**GRADE LEVEL EXPECTATION**

RI.6.2.a.

Determine a central idea of a text and how it is conveyed through particular details.

**STRAND / COURSE****Reading Standards for Informational Text 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
--------------------------------	--	-----------------------

**DETAILED DESCRIPTOR**

RI.6.3.

Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through specific text examples). (RI.6.3) (DOK 2,3)

**STRAND / COURSE****Reading Standards for Informational Text 6–12**

ESSENTIAL CONCEPT AND/OR SKILL	Craft and Structure	
DETAILED DESCRIPTOR	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (RI.6.4) (DOK 1,2,3)
DETAILED DESCRIPTOR	RI.6.5.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. (RI.6.5) (DOK 2,3)
STRAND / COURSE	<b>Reading Standards for Informational Text 6–12</b>	
ESSENTIAL CONCEPT AND/OR SKILL	Integration of Knowledge and Ideas	
DETAILED DESCRIPTOR	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. (RI.6.7) (DOK 3,4)
STRAND / COURSE	<b>Writing Standards 6–12</b>	
ESSENTIAL CONCEPT AND/OR SKILL	Text Types and Purposes	
DETAILED DESCRIPTOR	W.6.1.	<b>Write arguments to support claims with clear reasons and relevant evidence.</b>
GRADE LEVEL EXPECTATION	W.6.1.d.	Establish and maintain tone and style appropriate to task and audience.
STRAND / COURSE	<b>Writing Standards 6–12</b>	
ESSENTIAL CONCEPT AND/OR SKILL	Text Types and Purposes	
DETAILED DESCRIPTOR	W.6.2.	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
GRADE LEVEL EXPECTATION	W.6.2.a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
GRADE LEVEL EXPECTATION	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
GRADE LEVEL EXPECTATION	W.6.2.c.	Use appropriate transitions, words, phrases, and clauses to clarify the relationships among ideas and concepts.
GRADE LEVEL EXPECTATION	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
GRADE LEVEL EXPECTATION	W.6.2.e.	Establish and maintain tone and style appropriate to task and audience.
GRADE LEVEL EXPECTATION	W.6.2.f.	Provide a concluding statement or section that follows the information or explanation presented. (W.6.2) (DOK 3,4)

**STRAND / COURSE****Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
--------------------------------	--	----------------------------------------

DETAILED DESCRIPTOR	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above) (W.6.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.) (W.6.5) (DOK 2,3,4)

**STRAND / COURSE****Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
DETAILED DESCRIPTOR	W.6.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

GRADE LEVEL EXPECTATION	W.6.9.b.	Apply grade 6 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”). (W.6.9) (DOK 2,3,4)
-------------------------	----------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE****Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
--------------------------------	--	------------------

DETAILED DESCRIPTOR	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.6.10) (DOK 1,2,3,4)
---------------------	---------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE****Speaking and Listening Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

GRADE LEVEL EXPECTATION	SL.6.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
-------------------------	-----------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	SL.6.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
-------------------------	-----------	------------------------------------------------------------------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (SL.6.1) (DOK 1,2,3)
-------------------------	-----------	-------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE****Language Standards 6-12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
<b>DETAILED DESCRIPTOR</b>	L.6.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

<b>GRADE LEVEL EXPECTATION</b>	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
--------------------------------	----------	------------------------------------------------------------------------------------------

<b>GRADE LEVEL EXPECTATION</b>	L.6.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. (L.6.1) (DOK 1,2)
--------------------------------	----------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE****Language Standards 6-12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Knowledge of Language</b>
<b>DETAILED DESCRIPTOR</b>	L.6.3.	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

<b>GRADE LEVEL EXPECTATION</b>	L.6.3.a.	Vary sentence patterns for meaning, reader/listener interest, and style.
--------------------------------	----------	--------------------------------------------------------------------------

**STRAND / COURSE****Language Standards 6-12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
<b>DETAILED DESCRIPTOR</b>	L.6.4.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</b>

<b>GRADE LEVEL EXPECTATION</b>	L.6.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
--------------------------------	----------	---------------------------------------------------------------------------------------------------------------------------------------------------------------

<b>GRADE LEVEL EXPECTATION</b>	L.6.4.c.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
--------------------------------	----------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<b>GRADE LEVEL EXPECTATION</b>	L.6.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or by using other reference materials). (L.6.4) (DOK 2,3)
--------------------------------	----------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE****Language Standards 6-12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
<b>DETAILED DESCRIPTOR</b>	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (L.6.6) (DOK 1,2)

**STRAND / COURSE****Reading Standards for Literacy in History/Social Studies 6-12**

ESSENTIAL CONCEPT AND/OR SKILL	Key Ideas and Details	
--------------------------------	-----------------------	--

DETAILED DESCRIPTOR	RH.6-8.1.	Cite specific textual evidence to support analysis of primary and secondary sources. (RH.6-8.1)
---------------------	-----------	-------------------------------------------------------------------------------------------------

DETAILED DESCRIPTOR	RH.6-8.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. (RH.6-8.2)
---------------------	-----------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **Reading Standards for Literacy in History/Social Studies 6–12**

ESSENTIAL CONCEPT AND/OR SKILL	Craft and Structure	
--------------------------------	---------------------	--

DETAILED DESCRIPTOR	RH.6-8.4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. (RH.6-8.4)
---------------------	-----------	---------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **Reading Standards for Literacy in History/Social Studies 6–12**

ESSENTIAL CONCEPT AND/OR SKILL	Range of Reading and Level of Text Complexity	
--------------------------------	-----------------------------------------------	--

DETAILED DESCRIPTOR	RH.6-8.10.	By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently. (RH.6-8.10)
---------------------	------------	------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **Reading Standards for Literacy in Science and Technical Subjects 6–12**

ESSENTIAL CONCEPT AND/OR SKILL	Key Ideas and Details	
--------------------------------	-----------------------	--

DETAILED DESCRIPTOR	RST.6-8.1.	Cite specific textual evidence to support analysis of science and technical texts. (RST.6-8.1)
---------------------	------------	------------------------------------------------------------------------------------------------

DETAILED DESCRIPTOR	RST.6-8.2.	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. (RST.6-8.2)
---------------------	------------	------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **Reading Standards for Literacy in Science and Technical Subjects 6–12**

ESSENTIAL CONCEPT AND/OR SKILL	Craft and Structure	
--------------------------------	---------------------	--

DETAILED DESCRIPTOR	RST.6-8.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics. (RST.6-8.4)
---------------------	------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **Reading Standards for Literacy in Science and Technical Subjects 6–12**

ESSENTIAL CONCEPT AND/OR SKILL	Integration of Knowledge and Ideas	
--------------------------------	------------------------------------	--

DETAILED DESCRIPTOR	RST.6-8.8.	Distinguish among facts, reasoned judgment based on research findings, and speculation in a text. (RST.6-8.8)
---------------------	------------	---------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **Reading Standards for Literacy in Science and Technical Subjects 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Range of Reading and Level of Text Complexity
--------------------------------	--	-----------------------------------------------

DETAILED DESCRIPTOR	RST.6-8.10.	By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently. (RST.6-8.10)
---------------------	-------------	--------------------------------------------------------------------------------------------------------------------------------------------------------

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

**Iowa Student Standards**

**Language Arts**

**Grade 6 - Adopted: 2024**

STRAND / COURSE	College and Career Readiness Anchor Standards for Writing	
-----------------	-----------------------------------------------------------	--

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes*
--------------------------------	--	--------------------------

DETAILED DESCRIPTOR	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.
---------------------	---	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

DETAILED DESCRIPTOR	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
---------------------	---	---------------------------------------------------------------------------------------------------------------------------------------------------------

STRAND / COURSE	College and Career Readiness Anchor Standards for Speaking and Listening	
-----------------	--------------------------------------------------------------------------	--

ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
--------------------------------	--	---------------------------------

DETAILED DESCRIPTOR	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.
---------------------	---	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

STRAND / COURSE	College and Career Readiness Anchor Standards for Speaking and Listening	
-----------------	--------------------------------------------------------------------------	--

ESSENTIAL CONCEPT AND/OR SKILL		Presentation of Knowledge and Ideas
--------------------------------	--	-------------------------------------

DETAILED DESCRIPTOR	4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
---------------------	---	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

STRAND / COURSE	Writing Standards 6–12	
-----------------	------------------------	--

ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
--------------------------------	--	----------------------------------------

DETAILED DESCRIPTOR	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above) (W.6.4) (DOK 3,4)
<b>STRAND / COURSE</b>	<b>Speaking and Listening Standards 6-12</b>	
ESSENTIAL CONCEPT AND/OR SKILL		<b>Comprehension and Collaboration</b>
DETAILED DESCRIPTOR	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
GRADE LEVEL EXPECTATION	SL.6.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
GRADE LEVEL EXPECTATION	SL.6.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
GRADE LEVEL EXPECTATION	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (SL.6.1) (DOK 1,2,3)
<b>STRAND / COURSE</b>	<b>Speaking and Listening Standards 6-12</b>	
ESSENTIAL CONCEPT AND/OR SKILL		<b>Presentation of Knowledge and Ideas</b>
DETAILED DESCRIPTOR	SL.6.4.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes appropriate to purpose, audience, and task. (SL.6.4) (DOK 1,2,3)
<b>STRAND / COURSE</b>	<b>Language Standards 6-12</b>	
ESSENTIAL CONCEPT AND/OR SKILL		<b>Vocabulary Acquisition and Use</b>
DETAILED DESCRIPTOR	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (L.6.6) (DOK 1,2)
Lesson 14: Unit 5 Writing from Pictures, p. 119-127		
<b>Iowa Student Standards</b>		
<b>Language Arts</b>		
<b>Grade 6 - Adopted: 2024</b>		
<b>STRAND / COURSE</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
ESSENTIAL CONCEPT AND/OR SKILL		<b>Text Types and Purposes*</b>

DETAILED DESCRIPTOR	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.
DETAILED DESCRIPTOR	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STRAND / COURSE	<b>College and Career Readiness Anchor Standards for Writing</b>	
ESSENTIAL CONCEPT AND/OR SKILL		<b>Production and Distribution of Writing</b>
DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STRAND / COURSE	<b>College and Career Readiness Anchor Standards for Writing</b>	
ESSENTIAL CONCEPT AND/OR SKILL		<b>Range of Writing</b>
DETAILED DESCRIPTOR	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences
STRAND / COURSE	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>	
ESSENTIAL CONCEPT AND/OR SKILL		<b>Comprehension and Collaboration</b>
DETAILED DESCRIPTOR	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.
STRAND / COURSE	<b>Writing Standards 6–12</b>	
ESSENTIAL CONCEPT AND/OR SKILL		<b>Text Types and Purposes</b>
DETAILED DESCRIPTOR	W.6.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXPECTATION	W.6.1.d.	Establish and maintain tone and style appropriate to task and audience.
STRAND / COURSE	<b>Writing Standards 6–12</b>	
ESSENTIAL CONCEPT AND/OR SKILL		<b>Text Types and Purposes</b>
DETAILED DESCRIPTOR	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

GRADE LEVEL EXPECTATION	W.6.2.e.	Establish and maintain tone and style appropriate to task and audience.
-------------------------	----------	-------------------------------------------------------------------------

**STRAND / COURSE** **Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		<b>Text Types and Purposes</b>
DETAILED DESCRIPTOR	W.6.3.	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>
GRADE LEVEL EXPECTATION	W.6.3.a.	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
GRADE LEVEL EXPECTATION	W.6.3.c.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
GRADE LEVEL EXPECTATION	W.6.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
GRADE LEVEL EXPECTATION	W.6.3.e.	Provide a conclusion that follows the narrated experiences or events. (W.6.3) (DOK 3,4)

**STRAND / COURSE** **Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		<b>Production and Distribution of Writing</b>
DETAILED DESCRIPTOR	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above) (W.6.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.) (W.6.5) (DOK 2,3,4)

**STRAND / COURSE** **Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		<b>Range of Writing</b>
DETAILED DESCRIPTOR	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.6.10) (DOK 1,2,3,4)

**STRAND / COURSE** **Speaking and Listening Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		<b>Comprehension and Collaboration</b>
DETAILED DESCRIPTOR	SL.6.1.	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>

GRADE LEVEL EXPECTATION	SL.6.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
GRADE LEVEL EXPECTATION	SL.6.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
GRADE LEVEL EXPECTATION	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (SL.6.1) (DOK 1,2,3)

**STRAND / COURSE** **Language Standards 6-12**

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

GRADE LEVEL EXPECTATION	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
-------------------------	----------	------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	L.6.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. (L.6.1) (DOK 1,2)
-------------------------	----------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **Language Standards 6-12**

ESSENTIAL CONCEPT AND/OR SKILL		Knowledge of Language
DETAILED DESCRIPTOR	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

GRADE LEVEL EXPECTATION	L.6.3.a.	Vary sentence patterns for meaning, reader/listener interest, and style.
-------------------------	----------	--------------------------------------------------------------------------

**STRAND / COURSE** **Language Standards 6-12**

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (L.6.6) (DOK 1,2)

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

**Iowa Student Standards**

**Language Arts**

Grade 6 - Adopted: 2024

**STRAND / COURSE** **College and Career Readiness Anchor Standards for Writing**

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes*
--------------------------------	--	--------------------------

DETAILED DESCRIPTOR	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.
---------------------	---	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

DETAILED DESCRIPTOR	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
---------------------	---	---------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **College and Career Readiness Anchor Standards for Writing**

ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
--------------------------------	--	----------------------------------------

DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
---------------------	---	--------------------------------------------------------------------------------------------------------------------------------------

DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
---------------------	---	---------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **College and Career Readiness Anchor Standards for Writing**

ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
--------------------------------	--	------------------

DETAILED DESCRIPTOR	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences
---------------------	----	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **College and Career Readiness Anchor Standards for Speaking and Listening**

ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
--------------------------------	--	---------------------------------

DETAILED DESCRIPTOR	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.
---------------------	---	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
--------------------------------	--	-------------------------

DETAILED DESCRIPTOR	W.6.1.	Write arguments to support claims with clear reasons and relevant evidence.
---------------------	--------	-----------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	W.6.1.d.	Establish and maintain tone and style appropriate to task and audience.
-------------------------	----------	-------------------------------------------------------------------------

**STRAND / COURSE** **Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
--------------------------------	--	-------------------------

<b>DETAILED DESCRIPTOR</b>	<b>W.6.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
----------------------------	---------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	W.6.2.e.	Establish and maintain tone and style appropriate to task and audience.
-------------------------	----------	-------------------------------------------------------------------------

**STRAND / COURSE** **Writing Standards 6–12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Text Types and Purposes</b>
---------------------------------------	--	--------------------------------

<b>DETAILED DESCRIPTOR</b>	<b>W.6.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>
----------------------------	---------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	W.6.3.a.	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
-------------------------	----------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	W.6.3.c.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
-------------------------	----------	-----------------------------------------------------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	W.6.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
-------------------------	----------	---------------------------------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	W.6.3.e.	Provide a conclusion that follows the narrated experiences or events. (W.6.3) (DOK 3,4)
-------------------------	----------	-----------------------------------------------------------------------------------------

**STRAND / COURSE** **Writing Standards 6–12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Production and Distribution of Writing</b>
---------------------------------------	--	-----------------------------------------------

<b>DETAILED DESCRIPTOR</b>	<b>W.6.4.</b>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above) (W.6.4) (DOK 3,4)
----------------------------	---------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<b>DETAILED DESCRIPTOR</b>	<b>W.6.5.</b>	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.) (W.6.5) (DOK 2,3,4)
----------------------------	---------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **Writing Standards 6–12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Range of Writing</b>
---------------------------------------	--	-------------------------

<b>DETAILED DESCRIPTOR</b>	<b>W.6.10.</b>	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.6.10) (DOK 1,2,3,4)
----------------------------	----------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **Speaking and Listening Standards 6–12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Comprehension and Collaboration</b>
---------------------------------------	--	----------------------------------------

<b>DETAILED DESCRIPTOR</b>	SL.6.1.	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
GRADE LEVEL EXPECTATION	SL.6.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
GRADE LEVEL EXPECTATION	SL.6.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
GRADE LEVEL EXPECTATION	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (SL.6.1) (DOK 1,2,3)
<b>STRAND / COURSE</b>	<b>Language Standards 6-12</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
<b>DETAILED DESCRIPTOR</b>	L.6.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
GRADE LEVEL EXPECTATION	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
GRADE LEVEL EXPECTATION	L.6.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. (L.6.1) (DOK 1,2)
<b>STRAND / COURSE</b>	<b>Language Standards 6-12</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Knowledge of Language</b>
<b>DETAILED DESCRIPTOR</b>	L.6.3.	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
GRADE LEVEL EXPECTATION	L.6.3.a.	Vary sentence patterns for meaning, reader/listener interest, and style.
<b>STRAND / COURSE</b>	<b>Language Standards 6-12</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
<b>DETAILED DESCRIPTOR</b>	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (L.6.6) (DOK 1,2)

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

## Iowa Student Standards

### Language Arts

Grade 6 - Adopted: 2024

**STRAND / COURSE****College and Career Readiness Anchor Standards for Reading**

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
--------------------------------	--	-----------------------

DETAILED DESCRIPTOR	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.
DETAILED DESCRIPTOR	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DETAILED DESCRIPTOR	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**STRAND / COURSE****College and Career Readiness Anchor Standards for Reading**

ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
--------------------------------	--	---------------------

DETAILED DESCRIPTOR	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.
---------------------	---	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE****College and Career Readiness Anchor Standards for Writing**

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes*
--------------------------------	--	--------------------------

DETAILED DESCRIPTOR	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.
DETAILED DESCRIPTOR	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**STRAND / COURSE****College and Career Readiness Anchor Standards for Writing**

ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
--------------------------------	--	----------------------------------------

DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
---------------------	---	--------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE****College and Career Readiness Anchor Standards for Writing**

ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
--------------------------------	--	-----------------------------------------

DETAILED DESCRIPTOR	8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
---------------------	---	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

DETAILED DESCRIPTOR	9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
---------------------	---	---------------------------------------------------------------------------------------------------

**STRAND / COURSE** **College and Career Readiness Anchor Standards for Speaking and Listening**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Comprehension and Collaboration</b>
---------------------------------------	--	----------------------------------------

DETAILED DESCRIPTOR	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.
---------------------	---	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **College and Career Readiness Anchor Standards for Language**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Knowledge of Language</b>
---------------------------------------	--	------------------------------

DETAILED DESCRIPTOR	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
---------------------	---	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **College and Career Readiness Anchor Standards for Language**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
---------------------------------------	--	---------------------------------------

DETAILED DESCRIPTOR	4	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.
---------------------	---	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

DETAILED DESCRIPTOR	6	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.
---------------------	---	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **Reading Standards for Informational Text 6–12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Key Ideas and Details</b>
---------------------------------------	--	------------------------------

DETAILED DESCRIPTOR	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RI.6.1) (DOK 1,2,3)
---------------------	---------	--------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **Reading Standards for Informational Text 6–12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Key Ideas and Details</b>
---------------------------------------	--	------------------------------

DETAILED DESCRIPTOR	RI.6.2.	Analyze informational text development.
---------------------	---------	-----------------------------------------

GRADE LEVEL EXPECTATION	RI.6.2.a.	Determine a central idea of a text and how it is conveyed through particular details.
-------------------------	-----------	---------------------------------------------------------------------------------------

**STRAND / COURSE****Reading Standards for Informational Text 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
--------------------------------	--	-----------------------

DETAILED DESCRIPTOR

RI.6.3.

Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through specific text examples). (RI.6.3) (DOK 2,3)

**STRAND / COURSE****Reading Standards for Informational Text 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
--------------------------------	--	---------------------

DETAILED DESCRIPTOR

RI.6.4.

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (RI.6.4) (DOK 1,2,3)

DETAILED DESCRIPTOR

RI.6.5.

Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. (RI.6.5) (DOK 2,3)

**STRAND / COURSE****Reading Standards for Informational Text 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Integration of Knowledge and Ideas
--------------------------------	--	------------------------------------

DETAILED DESCRIPTOR

RI.6.7.

Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. (RI.6.7) (DOK 3,4)

**STRAND / COURSE****Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DETAILED DESCRIPTOR	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

GRADE LEVEL EXPECTATION

W.6.2.a.

Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

GRADE LEVEL EXPECTATION

W.6.2.b.

Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

**STRAND / COURSE****Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
--------------------------------	--	----------------------------------------

DETAILED DESCRIPTOR

W.6.4.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above) (W.6.4) (DOK 3,4)

**STRAND / COURSE****Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
DETAILED DESCRIPTOR	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. (W.6.7) (DOK 3,4)
DETAILED DESCRIPTOR	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. (W.6.8) (DOK 2,3,4)

**STRAND / COURSE****Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
DETAILED DESCRIPTOR	W.6.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

**STRAND / COURSE****Speaking and Listening Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
GRADE LEVEL EXPECTATION	SL.6.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
GRADE LEVEL EXPECTATION	SL.6.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
GRADE LEVEL EXPECTATION	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (SL.6.1) (DOK 1,2,3)

**STRAND / COURSE****Language Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
GRADE LEVEL EXPECTATION	L.6.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

GRADE LEVEL EXPECTATION	L.6.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or by using other reference materials). (L.6.4) (DOK 2,3)
-------------------------	----------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **Language Standards 6-12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
---------------------------------------	--	---------------------------------------

DETAILED DESCRIPTOR	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (L.6.6) (DOK 1,2)
---------------------	--------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **Reading Standards for Literacy in History/Social Studies 6-12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Key Ideas and Details</b>
---------------------------------------	--	------------------------------

DETAILED DESCRIPTOR	RH.6-8.1.	Cite specific textual evidence to support analysis of primary and secondary sources. (RH.6-8.1)
---------------------	-----------	-------------------------------------------------------------------------------------------------

DETAILED DESCRIPTOR	RH.6-8.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. (RH.6-8.2)
---------------------	-----------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **Reading Standards for Literacy in History/Social Studies 6-12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Craft and Structure</b>
---------------------------------------	--	----------------------------

DETAILED DESCRIPTOR	RH.6-8.4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. (RH.6-8.4)
---------------------	-----------	---------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **Reading Standards for Literacy in History/Social Studies 6-12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Range of Reading and Level of Text Complexity</b>
---------------------------------------	--	------------------------------------------------------

DETAILED DESCRIPTOR	RH.6-8.10.	By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently. (RH.6-8.10)
---------------------	------------	------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **Reading Standards for Literacy in Science and Technical Subjects 6-12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Key Ideas and Details</b>
---------------------------------------	--	------------------------------

DETAILED DESCRIPTOR	RST.6-8.1.	Cite specific textual evidence to support analysis of science and technical texts. (RST.6-8.1)
---------------------	------------	------------------------------------------------------------------------------------------------

DETAILED DESCRIPTOR	RST.6-8.2.	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. (RST.6-8.2)
---------------------	------------	------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE****Reading Standards for Literacy in Science and Technical Subjects 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
--------------------------------	--	---------------------

**DETAILED DESCRIPTOR**

RST.6-8.4.

Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics. (RST.6-8.4)

**STRAND / COURSE****Reading Standards for Literacy in Science and Technical Subjects 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Integration of Knowledge and Ideas
--------------------------------	--	------------------------------------

**DETAILED DESCRIPTOR**

RST.6-8.8.

Distinguish among facts, reasoned judgment based on research findings, and speculation in a text. (RST.6-8.8)

**STRAND / COURSE****Reading Standards for Literacy in Science and Technical Subjects 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Range of Reading and Level of Text Complexity
--------------------------------	--	-----------------------------------------------

**DETAILED DESCRIPTOR**

RST.6-8.10.

By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently. (RST.6-8.10)

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

**Iowa Student Standards****Language Arts****Grade 6 - Adopted: 2024****STRAND / COURSE****College and Career Readiness Anchor Standards for Reading**

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
--------------------------------	--	-----------------------

**DETAILED DESCRIPTOR**

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.

**DETAILED DESCRIPTOR**

2

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

**DETAILED DESCRIPTOR**

3

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**STRAND / COURSE****College and Career Readiness Anchor Standards for Reading**

ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
--------------------------------	--	---------------------

DETAILED DESCRIPTOR	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.
---------------------	---	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **College and Career Readiness Anchor Standards for Writing**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Text Types and Purposes*</b>
---------------------------------------	--	---------------------------------

DETAILED DESCRIPTOR	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.
---------------------	---	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

DETAILED DESCRIPTOR	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
---------------------	---	---------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **College and Career Readiness Anchor Standards for Writing**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Production and Distribution of Writing</b>
---------------------------------------	--	-----------------------------------------------

DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
---------------------	---	--------------------------------------------------------------------------------------------------------------------------------------

DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
---------------------	---	---------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **College and Career Readiness Anchor Standards for Writing**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Research to Build and Present Knowledge</b>
---------------------------------------	--	------------------------------------------------

DETAILED DESCRIPTOR	8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
---------------------	---	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

DETAILED DESCRIPTOR	9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
---------------------	---	---------------------------------------------------------------------------------------------------

**STRAND / COURSE** **College and Career Readiness Anchor Standards for Writing**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Range of Writing</b>
---------------------------------------	--	-------------------------

DETAILED DESCRIPTOR	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences
---------------------	----	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **College and Career Readiness Anchor Standards for Speaking and Listening**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Comprehension and Collaboration</b>
---------------------------------------	--	----------------------------------------

DETAILED DESCRIPTOR	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.
---------------------	---	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **College and Career Readiness Anchor Standards for Language**

ESSENTIAL CONCEPT AND/OR SKILL		Knowledge of Language
--------------------------------	--	-----------------------

DETAILED DESCRIPTOR	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
---------------------	---	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **College and Career Readiness Anchor Standards for Language**

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
--------------------------------	--	--------------------------------

DETAILED DESCRIPTOR	4	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.
---------------------	---	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

DETAILED DESCRIPTOR	6	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.
---------------------	---	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **Reading Standards for Informational Text 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
--------------------------------	--	-----------------------

DETAILED DESCRIPTOR	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RI.6.1) (DOK 1,2,3)
---------------------	---------	--------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **Reading Standards for Informational Text 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
--------------------------------	--	-----------------------

DETAILED DESCRIPTOR	RI.6.2.	Analyze informational text development.
---------------------	---------	-----------------------------------------

GRADE LEVEL EXPECTATION	RI.6.2.a.	Determine a central idea of a text and how it is conveyed through particular details.
-------------------------	-----------	---------------------------------------------------------------------------------------

**STRAND / COURSE** **Reading Standards for Informational Text 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
--------------------------------	--	-----------------------

DETAILED DESCRIPTOR	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through specific text examples). (RI.6.3) (DOK 2,3)
---------------------	---------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE****Reading Standards for Informational Text 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
--------------------------------	--	---------------------

DETAILED DESCRIPTOR	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (RI.6.4) (DOK 1,2,3)
DETAILED DESCRIPTOR	RI.6.5.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. (RI.6.5) (DOK 2,3)

**STRAND / COURSE****Reading Standards for Informational Text 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Integration of Knowledge and Ideas
--------------------------------	--	------------------------------------

DETAILED DESCRIPTOR	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. (RI.6.7) (DOK 3,4)
---------------------	---------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE****Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DETAILED DESCRIPTOR	W.6.1.	Write arguments to support claims with clear reasons and relevant evidence.

GRADE LEVEL EXPECTATION	W.6.1.d.	Establish and maintain tone and style appropriate to task and audience.
-------------------------	----------	-------------------------------------------------------------------------

**STRAND / COURSE****Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DETAILED DESCRIPTOR	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

GRADE LEVEL EXPECTATION	W.6.2.a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
-------------------------	----------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
-------------------------	----------	----------------------------------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	W.6.2.c.	Use appropriate transitions, words, phrases, and clauses to clarify the relationships among ideas and concepts.
-------------------------	----------	-----------------------------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
-------------------------	----------	-------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	W.6.2.e.	Establish and maintain tone and style appropriate to task and audience.
-------------------------	----------	-------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	W.6.2.f.	Provide a concluding statement or section that follows the information or explanation presented. (W.6.2) (DOK 3,4)
----------------------------	----------	--------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **Writing Standards 6–12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Production and Distribution of Writing</b>
---------------------------------------	--	-----------------------------------------------

DETAILED DESCRIPTOR	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above) (W.6.4) (DOK 3,4)
---------------------	--------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

DETAILED DESCRIPTOR	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.) (W.6.5) (DOK 2,3,4)
---------------------	--------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **Writing Standards 6–12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Research to Build and Present Knowledge</b>
---------------------------------------	--	------------------------------------------------

DETAILED DESCRIPTOR	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. (W.6.7) (DOK 3,4)
---------------------	--------	-------------------------------------------------------------------------------------------------------------------------------------------------

DETAILED DESCRIPTOR	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. (W.6.8) (DOK 2,3,4)
---------------------	--------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **Writing Standards 6–12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Research to Build and Present Knowledge</b>
---------------------------------------	--	------------------------------------------------

<b>DETAILED DESCRIPTOR</b>	<b>W.6.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
----------------------------	---------------	----------------------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	W.6.9.b.	Apply grade 6 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”). (W.6.9) (DOK 2,3,4)
----------------------------	----------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **Writing Standards 6–12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Range of Writing</b>
---------------------------------------	--	-------------------------

DETAILED DESCRIPTOR	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.6.10) (DOK 1,2,3,4)
---------------------	---------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **Speaking and Listening Standards 6–12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Comprehension and Collaboration</b>
<b>DETAILED DESCRIPTOR</b>	SL.6.1.	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>

GRADE LEVEL EXPECTATION	SL.6.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
GRADE LEVEL EXPECTATION	SL.6.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
GRADE LEVEL EXPECTATION	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (SL.6.1) (DOK 1,2,3)

**STRAND / COURSE** **Language Standards 6-12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
<b>DETAILED DESCRIPTOR</b>	L.6.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

GRADE LEVEL EXPECTATION	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
GRADE LEVEL EXPECTATION	L.6.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. (L.6.1) (DOK 1,2)

**STRAND / COURSE** **Language Standards 6-12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Knowledge of Language</b>
<b>DETAILED DESCRIPTOR</b>	L.6.3.	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

GRADE LEVEL EXPECTATION	L.6.3.a.	Vary sentence patterns for meaning, reader/listener interest, and style.
-------------------------	----------	--------------------------------------------------------------------------

**STRAND / COURSE** **Language Standards 6-12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
<b>DETAILED DESCRIPTOR</b>	L.6.4.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</b>
GRADE LEVEL EXPECTATION	L.6.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE LEVEL EXPECTATION	L.6.4.c.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

GRADE LEVEL EXPECTATION	L.6.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or by using other reference materials). (L.6.4) (DOK 2,3)
-------------------------	----------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **Language Standards 6-12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
---------------------------------------	--	---------------------------------------

DETAILED DESCRIPTOR	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (L.6.6) (DOK 1,2)
---------------------	--------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **Reading Standards for Literacy in History/Social Studies 6-12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Key Ideas and Details</b>
---------------------------------------	--	------------------------------

DETAILED DESCRIPTOR	RH.6-8.1.	Cite specific textual evidence to support analysis of primary and secondary sources. (RH.6-8.1)
---------------------	-----------	-------------------------------------------------------------------------------------------------

DETAILED DESCRIPTOR	RH.6-8.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. (RH.6-8.2)
---------------------	-----------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **Reading Standards for Literacy in History/Social Studies 6-12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Craft and Structure</b>
---------------------------------------	--	----------------------------

DETAILED DESCRIPTOR	RH.6-8.4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. (RH.6-8.4)
---------------------	-----------	---------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **Reading Standards for Literacy in History/Social Studies 6-12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Range of Reading and Level of Text Complexity</b>
---------------------------------------	--	------------------------------------------------------

DETAILED DESCRIPTOR	RH.6-8.10.	By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently. (RH.6-8.10)
---------------------	------------	------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **Reading Standards for Literacy in Science and Technical Subjects 6-12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Key Ideas and Details</b>
---------------------------------------	--	------------------------------

DETAILED DESCRIPTOR	RST.6-8.1.	Cite specific textual evidence to support analysis of science and technical texts. (RST.6-8.1)
---------------------	------------	------------------------------------------------------------------------------------------------

DETAILED DESCRIPTOR	RST.6-8.2.	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. (RST.6-8.2)
---------------------	------------	------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE****Reading Standards for Literacy in Science and Technical Subjects 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
--------------------------------	--	---------------------

**DETAILED DESCRIPTOR**

RST.6-8.4.

Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics. (RST.6-8.4)

**STRAND / COURSE****Reading Standards for Literacy in Science and Technical Subjects 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Integration of Knowledge and Ideas
--------------------------------	--	------------------------------------

**DETAILED DESCRIPTOR**

RST.6-8.8.

Distinguish among facts, reasoned judgment based on research findings, and speculation in a text. (RST.6-8.8)

**STRAND / COURSE****Reading Standards for Literacy in Science and Technical Subjects 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Range of Reading and Level of Text Complexity
--------------------------------	--	-----------------------------------------------

**DETAILED DESCRIPTOR**

RST.6-8.10.

By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently. (RST.6-8.10)

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

**Iowa Student Standards****Language Arts****Grade 6 - Adopted: 2024****STRAND / COURSE****College and Career Readiness Anchor Standards for Reading**

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
--------------------------------	--	-----------------------

**DETAILED DESCRIPTOR**

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.

**DETAILED DESCRIPTOR**

2

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

**DETAILED DESCRIPTOR**

3

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**STRAND / COURSE****College and Career Readiness Anchor Standards for Reading**

ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
--------------------------------	--	---------------------

DETAILED DESCRIPTOR	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.
---------------------	---	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **College and Career Readiness Anchor Standards for Writing**

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes*
--------------------------------	--	--------------------------

DETAILED DESCRIPTOR	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.
---------------------	---	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

DETAILED DESCRIPTOR	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
---------------------	---	---------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **College and Career Readiness Anchor Standards for Writing**

ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
--------------------------------	--	----------------------------------------

DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
---------------------	---	--------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **College and Career Readiness Anchor Standards for Writing**

ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
--------------------------------	--	-----------------------------------------

DETAILED DESCRIPTOR	7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
---------------------	---	-------------------------------------------------------------------------------------------------------------------------------------------------------

DETAILED DESCRIPTOR	8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
---------------------	---	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

DETAILED DESCRIPTOR	9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
---------------------	---	---------------------------------------------------------------------------------------------------

**STRAND / COURSE** **College and Career Readiness Anchor Standards for Speaking and Listening**

ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
--------------------------------	--	---------------------------------

DETAILED DESCRIPTOR	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.
---------------------	---	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **College and Career Readiness Anchor Standards for Language**

ESSENTIAL CONCEPT AND/OR SKILL		Knowledge of Language
--------------------------------	--	-----------------------

DETAILED DESCRIPTOR	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
---------------------	---	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **College and Career Readiness Anchor Standards for Language**

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
--------------------------------	--	--------------------------------

DETAILED DESCRIPTOR	4	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.
---------------------	---	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

DETAILED DESCRIPTOR	6	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.
---------------------	---	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **Reading Standards for Informational Text 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
--------------------------------	--	-----------------------

DETAILED DESCRIPTOR	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RI.6.1) (DOK 1,2,3)
---------------------	---------	--------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **Reading Standards for Informational Text 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	RI.6.2.	Analyze informational text development.

GRADE LEVEL EXPECTATION	RI.6.2.a.	Determine a central idea of a text and how it is conveyed through particular details.
-------------------------	-----------	---------------------------------------------------------------------------------------

**STRAND / COURSE** **Reading Standards for Informational Text 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
--------------------------------	--	-----------------------

DETAILED DESCRIPTOR	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through specific text examples). (RI.6.3) (DOK 2,3)
---------------------	---------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **Reading Standards for Informational Text 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
--------------------------------	--	---------------------

DETAILED DESCRIPTOR	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (RI.6.4) (DOK 1,2,3)
---------------------	---------	--------------------------------------------------------------------------------------------------------------------------------------------------------

DETAILED DESCRIPTOR	RI.6.5.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. (RI.6.5) (DOK 2,3)
---------------------	---------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **Reading Standards for Informational Text 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Integration of Knowledge and Ideas
--------------------------------	--	------------------------------------

DETAILED DESCRIPTOR	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. (RI.6.7) (DOK 3,4)
---------------------	---------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
--------------------------------	--	-------------------------

DETAILED DESCRIPTOR	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
---------------------	--------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	W.6.2.a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
-------------------------	----------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
-------------------------	----------	----------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
--------------------------------	--	----------------------------------------

DETAILED DESCRIPTOR	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above) (W.6.4) (DOK 3,4)
---------------------	--------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
--------------------------------	--	-----------------------------------------

DETAILED DESCRIPTOR	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. (W.6.7) (DOK 3,4)
---------------------	--------	-------------------------------------------------------------------------------------------------------------------------------------------------

DETAILED DESCRIPTOR	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. (W.6.8) (DOK 2,3,4)
---------------------	--------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **Speaking and Listening Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
--------------------------------	--	---------------------------------

<b>DETAILED DESCRIPTOR</b>	SL.6.1.	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
----------------------------	---------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	SL.6.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
-------------------------	-----------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	SL.6.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
-------------------------	-----------	------------------------------------------------------------------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (SL.6.1) (DOK 1,2,3)
-------------------------	-----------	-------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **Language Standards 6-12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
<b>DETAILED DESCRIPTOR</b>	L.6.4.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</b>

GRADE LEVEL EXPECTATION	L.6.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
-------------------------	----------	---------------------------------------------------------------------------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	L.6.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or by using other reference materials). (L.6.4) (DOK 2,3)
-------------------------	----------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **Language Standards 6-12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
<b>DETAILED DESCRIPTOR</b>	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (L.6.6) (DOK 1,2)

**STRAND / COURSE** **Reading Standards for Literacy in History/Social Studies 6-12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Key Ideas and Details</b>
<b>DETAILED DESCRIPTOR</b>	RH.6-8.1.	Cite specific textual evidence to support analysis of primary and secondary sources. (RH.6-8.1)
<b>DETAILED DESCRIPTOR</b>	RH.6-8.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. (RH.6-8.2)

**STRAND / COURSE** **Reading Standards for Literacy in History/Social Studies 6-12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Craft and Structure</b>
---------------------------------------	--	----------------------------

DETAILED DESCRIPTOR	RH.6-8.4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. (RH.6-8.4)
---------------------	-----------	---------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **Reading Standards for Literacy in History/Social Studies 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Range of Reading and Level of Text Complexity
--------------------------------	--	-----------------------------------------------

DETAILED DESCRIPTOR	RH.6-8.10.	By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently. (RH.6-8.10)
---------------------	------------	------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **Reading Standards for Literacy in Science and Technical Subjects 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
--------------------------------	--	-----------------------

DETAILED DESCRIPTOR	RST.6-8.1.	Cite specific textual evidence to support analysis of science and technical texts. (RST.6-8.1)
---------------------	------------	------------------------------------------------------------------------------------------------

DETAILED DESCRIPTOR	RST.6-8.2.	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. (RST.6-8.2)
---------------------	------------	------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **Reading Standards for Literacy in Science and Technical Subjects 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
--------------------------------	--	---------------------

DETAILED DESCRIPTOR	RST.6-8.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics. (RST.6-8.4)
---------------------	------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **Reading Standards for Literacy in Science and Technical Subjects 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Integration of Knowledge and Ideas
--------------------------------	--	------------------------------------

DETAILED DESCRIPTOR	RST.6-8.8.	Distinguish among facts, reasoned judgment based on research findings, and speculation in a text. (RST.6-8.8)
---------------------	------------	---------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **Reading Standards for Literacy in Science and Technical Subjects 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Range of Reading and Level of Text Complexity
--------------------------------	--	-----------------------------------------------

DETAILED DESCRIPTOR	RST.6-8.10.	By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently. (RST.6-8.10)
---------------------	-------------	--------------------------------------------------------------------------------------------------------------------------------------------------------

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

## Language Arts

Grade 6 - Adopted: 2024

### STRAND / COURSE

### College and Career Readiness Anchor Standards for Reading

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	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.
DETAILED DESCRIPTOR	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DETAILED DESCRIPTOR	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

### STRAND / COURSE

### College and Career Readiness Anchor Standards for Reading

ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
DETAILED DESCRIPTOR	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.

### STRAND / COURSE

### College and Career Readiness Anchor Standards for Writing

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes*
DETAILED DESCRIPTOR	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.
DETAILED DESCRIPTOR	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

### STRAND / COURSE

### College and Career Readiness Anchor Standards for Writing

ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

### STRAND / COURSE

### College and Career Readiness Anchor Standards for Writing

ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
DETAILED DESCRIPTOR	8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
DETAILED DESCRIPTOR	9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / COURSE	College and Career Readiness Anchor Standards for Writing	
ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
DETAILED DESCRIPTOR	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences
STRAND / COURSE	College and Career Readiness Anchor Standards for Speaking and Listening	
ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	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.
STRAND / COURSE	College and Career Readiness Anchor Standards for Language	
ESSENTIAL CONCEPT AND/OR SKILL		Knowledge of Language
DETAILED DESCRIPTOR	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STRAND / COURSE	College and Career Readiness Anchor Standards for Language	
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	4	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.
DETAILED DESCRIPTOR	6	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.
STRAND / COURSE	Reading Standards for Informational Text 6–12	
ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details

DETAILED DESCRIPTOR	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RI.6.1) (DOK 1,2,3)
---------------------	---------	--------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **Reading Standards for Informational Text 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	RI.6.2.	Analyze informational text development.

GRADE LEVEL EXPECTATION	RI.6.2.a.	Determine a central idea of a text and how it is conveyed through particular details.
-------------------------	-----------	---------------------------------------------------------------------------------------

**STRAND / COURSE** **Reading Standards for Informational Text 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
--------------------------------	--	-----------------------

DETAILED DESCRIPTOR	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through specific text examples). (RI.6.3) (DOK 2,3)
---------------------	---------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **Reading Standards for Informational Text 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
--------------------------------	--	---------------------

DETAILED DESCRIPTOR	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (RI.6.4) (DOK 1,2,3)
---------------------	---------	--------------------------------------------------------------------------------------------------------------------------------------------------------

DETAILED DESCRIPTOR	RI.6.5.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. (RI.6.5) (DOK 2,3)
---------------------	---------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **Reading Standards for Informational Text 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Integration of Knowledge and Ideas
--------------------------------	--	------------------------------------

DETAILED DESCRIPTOR	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. (RI.6.7) (DOK 3,4)
---------------------	---------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DETAILED DESCRIPTOR	W.6.1.	Write arguments to support claims with clear reasons and relevant evidence.

GRADE LEVEL EXPECTATION	W.6.1.d.	Establish and maintain tone and style appropriate to task and audience.
-------------------------	----------	-------------------------------------------------------------------------

**STRAND / COURSE****Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DETAILED DESCRIPTOR	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
GRADE LEVEL EXPECTATION	W.6.2.a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
GRADE LEVEL EXPECTATION	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
GRADE LEVEL EXPECTATION	W.6.2.c.	Use appropriate transitions, words, phrases, and clauses to clarify the relationships among ideas and concepts.
GRADE LEVEL EXPECTATION	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
GRADE LEVEL EXPECTATION	W.6.2.e.	Establish and maintain tone and style appropriate to task and audience.
GRADE LEVEL EXPECTATION	W.6.2.f.	Provide a concluding statement or section that follows the information or explanation presented. (W.6.2) (DOK 3,4)

**STRAND / COURSE****Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
DETAILED DESCRIPTOR	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above) (W.6.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.) (W.6.5) (DOK 2,3,4)

**STRAND / COURSE****Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
DETAILED DESCRIPTOR	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. (W.6.7) (DOK 3,4)
DETAILED DESCRIPTOR	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. (W.6.8) (DOK 2,3,4)

**STRAND / COURSE****Writing Standards 6–12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Research to Build and Present Knowledge</b>
<b>DETAILED DESCRIPTOR</b>	W.6.9.	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>

**GRADE LEVEL EXPECTATION**

W.6.9.b. Apply grade 6 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”). (W.6.9) (DOK 2,3,4)

**STRAND / COURSE****Writing Standards 6–12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Range of Writing</b>
---------------------------------------	--	-------------------------

**DETAILED DESCRIPTOR**

W.6.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.6.10) (DOK 1,2,3,4)

**STRAND / COURSE****Speaking and Listening Standards 6–12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Comprehension and Collaboration</b>
<b>DETAILED DESCRIPTOR</b>	SL.6.1.	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>

**GRADE LEVEL EXPECTATION**

SL.6.1.a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

**GRADE LEVEL EXPECTATION**

SL.6.1.c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

**GRADE LEVEL EXPECTATION**

SL.6.1.d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (SL.6.1) (DOK 1,2,3)

**STRAND / COURSE****Language Standards 6–12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
<b>DETAILED DESCRIPTOR</b>	L.6.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

**GRADE LEVEL EXPECTATION**

L.6.1.d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

**GRADE LEVEL EXPECTATION**

L.6.1.e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. (L.6.1) (DOK 1,2)

**STRAND / COURSE****Language Standards 6-12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Knowledge of Language</b>
<b>DETAILED DESCRIPTOR</b>	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

GRADE LEVEL EXPECTATION

L.6.3.a. Vary sentence patterns for meaning, reader/listener interest, and style.

**STRAND / COURSE****Language Standards 6-12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
<b>DETAILED DESCRIPTOR</b>	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
GRADE LEVEL EXPECTATION	L.6.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE LEVEL EXPECTATION	L.6.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or by using other reference materials). (L.6.4) (DOK 2,3)

**STRAND / COURSE****Language Standards 6-12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
<b>DETAILED DESCRIPTOR</b>	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (L.6.6) (DOK 1,2)

**STRAND / COURSE****Reading Standards for Literacy in History/Social Studies 6-12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Key Ideas and Details</b>
<b>DETAILED DESCRIPTOR</b>	RH.6-8.1.	Cite specific textual evidence to support analysis of primary and secondary sources. (RH.6-8.1)
<b>DETAILED DESCRIPTOR</b>	RH.6-8.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. (RH.6-8.2)

**STRAND / COURSE****Reading Standards for Literacy in History/Social Studies 6-12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Craft and Structure</b>
<b>DETAILED DESCRIPTOR</b>	RH.6-8.4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. (RH.6-8.4)

**STRAND / COURSE****Reading Standards for Literacy in History/Social Studies 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Range of Reading and Level of Text Complexity
--------------------------------	--	-----------------------------------------------

DETAILED DESCRIPTOR

RH.6-8.10.

By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently. (RH.6-8.10)

**STRAND / COURSE****Reading Standards for Literacy in Science and Technical Subjects 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
--------------------------------	--	-----------------------

DETAILED DESCRIPTOR

RST.6-8.1.

Cite specific textual evidence to support analysis of science and technical texts. (RST.6-8.1)

DETAILED DESCRIPTOR

RST.6-8.2.

Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. (RST.6-8.2)

**STRAND / COURSE****Reading Standards for Literacy in Science and Technical Subjects 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
--------------------------------	--	---------------------

DETAILED DESCRIPTOR

RST.6-8.4.

Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics. (RST.6-8.4)

**STRAND / COURSE****Reading Standards for Literacy in Science and Technical Subjects 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Integration of Knowledge and Ideas
--------------------------------	--	------------------------------------

DETAILED DESCRIPTOR

RST.6-8.8.

Distinguish among facts, reasoned judgment based on research findings, and speculation in a text. (RST.6-8.8)

**STRAND / COURSE****Reading Standards for Literacy in Science and Technical Subjects 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Range of Reading and Level of Text Complexity
--------------------------------	--	-----------------------------------------------

DETAILED DESCRIPTOR

RST.6-8.10.

By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently. (RST.6-8.10)

**Lesson 20: Unit 7 Inventive Writing, p. 173-180****Iowa Student Standards****Language Arts****Grade 6 - Adopted: 2024**

**STRAND / COURSE****College and Career Readiness Anchor Standards for Writing**

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes*
--------------------------------	--	--------------------------

DETAILED DESCRIPTOR	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.
---------------------	---	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

DETAILED DESCRIPTOR	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
---------------------	---	---------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE****College and Career Readiness Anchor Standards for Writing**

ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
--------------------------------	--	----------------------------------------

DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
---------------------	---	--------------------------------------------------------------------------------------------------------------------------------------

DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
---------------------	---	---------------------------------------------------------------------------------------------------------------

**STRAND / COURSE****College and Career Readiness Anchor Standards for Writing**

ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
--------------------------------	--	------------------

DETAILED DESCRIPTOR	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences
---------------------	----	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE****College and Career Readiness Anchor Standards for Speaking and Listening**

ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
--------------------------------	--	---------------------------------

DETAILED DESCRIPTOR	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.
---------------------	---	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE****Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
--------------------------------	--	-------------------------

DETAILED DESCRIPTOR	W.6.1.	Write arguments to support claims with clear reasons and relevant evidence.
---------------------	--------	-----------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	W.6.1.d.	Establish and maintain tone and style appropriate to task and audience.
-------------------------	----------	-------------------------------------------------------------------------

**STRAND / COURSE****Writing Standards 6–12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Text Types and Purposes</b>
<b>DETAILED DESCRIPTOR</b>	<b>W.6.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>

GRADE LEVEL EXPECTATION	W.6.2.a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
GRADE LEVEL EXPECTATION	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
GRADE LEVEL EXPECTATION	W.6.2.c.	Use appropriate transitions, words, phrases, and clauses to clarify the relationships among ideas and concepts.
GRADE LEVEL EXPECTATION	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
GRADE LEVEL EXPECTATION	W.6.2.e.	Establish and maintain tone and style appropriate to task and audience.
GRADE LEVEL EXPECTATION	W.6.2.f.	Provide a concluding statement or section that follows the information or explanation presented. (W.6.2) (DOK 3,4)

#### **STRAND / COURSE**

#### **Writing Standards 6–12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Production and Distribution of Writing</b>
DETAILED DESCRIPTOR	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above) (W.6.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.) (W.6.5) (DOK 2,3,4)

#### **STRAND / COURSE**

#### **Writing Standards 6–12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Range of Writing</b>
DETAILED DESCRIPTOR	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.6.10) (DOK 1,2,3,4)

#### **STRAND / COURSE**

#### **Speaking and Listening Standards 6–12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Comprehension and Collaboration</b>
---------------------------------------	--	----------------------------------------

<b>DETAILED DESCRIPTOR</b>	SL.6.1.	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
----------------------------	---------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	SL.6.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
-------------------------	-----------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	SL.6.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
-------------------------	-----------	------------------------------------------------------------------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (SL.6.1) (DOK 1,2,3)
-------------------------	-----------	-------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **Language Standards 6-12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
---------------------------------------	--	----------------------------------------

<b>DETAILED DESCRIPTOR</b>	L.6.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
----------------------------	--------	---------------------------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
-------------------------	----------	------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	L.6.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. (L.6.1) (DOK 1,2)
-------------------------	----------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **Language Standards 6-12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Knowledge of Language</b>
---------------------------------------	--	------------------------------

<b>DETAILED DESCRIPTOR</b>	L.6.3.	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
----------------------------	--------	-----------------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	L.6.3.a.	Vary sentence patterns for meaning, reader/listener interest, and style.
-------------------------	----------	--------------------------------------------------------------------------

**STRAND / COURSE** **Language Standards 6-12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
---------------------------------------	--	---------------------------------------

DETAILED DESCRIPTOR	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (L.6.6) (DOK 1,2)
---------------------	--------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

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

**Iowa Student Standards**

**Language Arts**

Grade 6 - Adopted: 2024

**STRAND / COURSE****College and Career Readiness Anchor Standards for Writing**

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes*
--------------------------------	--	--------------------------

DETAILED DESCRIPTOR	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.
DETAILED DESCRIPTOR	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**STRAND / COURSE****College and Career Readiness Anchor Standards for Writing**

ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
--------------------------------	--	----------------------------------------

DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**STRAND / COURSE****College and Career Readiness Anchor Standards for Writing**

ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
--------------------------------	--	------------------

DETAILED DESCRIPTOR	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences
---------------------	----	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE****College and Career Readiness Anchor Standards for Speaking and Listening**

ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
--------------------------------	--	---------------------------------

DETAILED DESCRIPTOR	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.
---------------------	---	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE****Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DETAILED DESCRIPTOR	W.6.1.	Write arguments to support claims with clear reasons and relevant evidence.

GRADE LEVEL EXPECTATION	W.6.1.d.	Establish and maintain tone and style appropriate to task and audience.
-------------------------	----------	-------------------------------------------------------------------------

**STRAND / COURSE****Writing Standards 6–12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Text Types and Purposes</b>
<b>DETAILED DESCRIPTOR</b>	<b>W.6.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>

GRADE LEVEL EXPECTATION	W.6.2.a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
GRADE LEVEL EXPECTATION	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
GRADE LEVEL EXPECTATION	W.6.2.c.	Use appropriate transitions, words, phrases, and clauses to clarify the relationships among ideas and concepts.
GRADE LEVEL EXPECTATION	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
GRADE LEVEL EXPECTATION	W.6.2.e.	Establish and maintain tone and style appropriate to task and audience.
GRADE LEVEL EXPECTATION	W.6.2.f.	Provide a concluding statement or section that follows the information or explanation presented. (W.6.2) (DOK 3,4)

#### **STRAND / COURSE**

#### **Writing Standards 6–12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Production and Distribution of Writing</b>
DETAILED DESCRIPTOR	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above) (W.6.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.) (W.6.5) (DOK 2,3,4)

#### **STRAND / COURSE**

#### **Writing Standards 6–12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Research to Build and Present Knowledge</b>
<b>DETAILED DESCRIPTOR</b>	<b>W.6.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>

GRADE LEVEL EXPECTATION	W.6.9.b.	Apply grade 6 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”). (W.6.9) (DOK 2,3,4)
-------------------------	----------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

#### **STRAND / COURSE**

#### **Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
DETAILED DESCRIPTOR	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.6.10) (DOK 1,2,3,4)
<b>STRAND / COURSE</b>	<b>Speaking and Listening Standards 6–12</b>	
ESSENTIAL CONCEPT AND/OR SKILL		<b>Comprehension and Collaboration</b>
DETAILED DESCRIPTOR	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
GRADE LEVEL EXPECTATION	SL.6.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
GRADE LEVEL EXPECTATION	SL.6.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
GRADE LEVEL EXPECTATION	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (SL.6.1) (DOK 1,2,3)
<b>STRAND / COURSE</b>	<b>Language Standards 6–12</b>	
ESSENTIAL CONCEPT AND/OR SKILL		<b>Conventions of Standard English</b>
DETAILED DESCRIPTOR	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
GRADE LEVEL EXPECTATION	L.6.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. (L.6.1) (DOK 1,2)
<b>STRAND / COURSE</b>	<b>Language Standards 6–12</b>	
ESSENTIAL CONCEPT AND/OR SKILL		<b>Knowledge of Language</b>
DETAILED DESCRIPTOR	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE LEVEL EXPECTATION	L.6.3.a.	Vary sentence patterns for meaning, reader/listener interest, and style.
<b>STRAND / COURSE</b>	<b>Language Standards 6–12</b>	
ESSENTIAL CONCEPT AND/OR SKILL		<b>Vocabulary Acquisition and Use</b>

DETAILED DESCRIPTOR	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (L.6.6) (DOK 1,2)
---------------------	--------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

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

## Iowa Student Standards

### Language Arts

Grade 6 - Adopted: 2024

STRAND / COURSE	College and Career Readiness Anchor Standards for Writing
-----------------	-----------------------------------------------------------

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes*
DETAILED DESCRIPTOR	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.
DETAILED DESCRIPTOR	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

STRAND / COURSE	College and Career Readiness Anchor Standards for Writing
-----------------	-----------------------------------------------------------

ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

STRAND / COURSE	College and Career Readiness Anchor Standards for Writing
-----------------	-----------------------------------------------------------

ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
DETAILED DESCRIPTOR	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences

STRAND / COURSE	College and Career Readiness Anchor Standards for Speaking and Listening
-----------------	--------------------------------------------------------------------------

ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	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.

STRAND / COURSE	Writing Standards 6-12
-----------------	------------------------

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Text Types and Purposes</b>
<b>DETAILED DESCRIPTOR</b>	<b>W.6.1.</b>	<b>Write arguments to support claims with clear reasons and relevant evidence.</b>

GRADE LEVEL EXPECTATION	W.6.1.d.	Establish and maintain tone and style appropriate to task and audience.
-------------------------	----------	-------------------------------------------------------------------------

<b>STRAND / COURSE</b>	<b>Writing Standards 6–12</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Text Types and Purposes</b>
<b>DETAILED DESCRIPTOR</b>	<b>W.6.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>

GRADE LEVEL EXPECTATION	W.6.2.a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
GRADE LEVEL EXPECTATION	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
GRADE LEVEL EXPECTATION	W.6.2.c.	Use appropriate transitions, words, phrases, and clauses to clarify the relationships among ideas and concepts.
GRADE LEVEL EXPECTATION	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
GRADE LEVEL EXPECTATION	W.6.2.e.	Establish and maintain tone and style appropriate to task and audience.
GRADE LEVEL EXPECTATION	W.6.2.f.	Provide a concluding statement or section that follows the information or explanation presented. (W.6.2) (DOK 3,4)

<b>STRAND / COURSE</b>	<b>Writing Standards 6–12</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Production and Distribution of Writing</b>

DETAILED DESCRIPTOR	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above) (W.6.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.) (W.6.5) (DOK 2,3,4)

<b>STRAND / COURSE</b>	<b>Writing Standards 6–12</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Research to Build and Present Knowledge</b>

<b>DETAILED DESCRIPTOR</b>	W.6.9.	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
----------------------------	--------	----------------------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	W.6.9.b.	Apply grade 6 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”). (W.6.9) (DOK 2,3,4)
-------------------------	----------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **Writing Standards 6–12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Range of Writing</b>
---------------------------------------	--	-------------------------

DETAILED DESCRIPTOR	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.6.10) (DOK 1,2,3,4)
---------------------	---------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **Speaking and Listening Standards 6–12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Comprehension and Collaboration</b>
---------------------------------------	--	----------------------------------------

<b>DETAILED DESCRIPTOR</b>	SL.6.1.	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
----------------------------	---------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	SL.6.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
-------------------------	-----------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	SL.6.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
-------------------------	-----------	------------------------------------------------------------------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (SL.6.1) (DOK 1,2,3)
-------------------------	-----------	-------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **Language Standards 6–12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
---------------------------------------	--	----------------------------------------

<b>DETAILED DESCRIPTOR</b>	L.6.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
----------------------------	--------	---------------------------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
-------------------------	----------	------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	L.6.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. (L.6.1) (DOK 1,2)
-------------------------	----------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **Language Standards 6–12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Knowledge of Language</b>
---------------------------------------	--	------------------------------

<b>DETAILED DESCRIPTOR</b>	L.6.3.	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
----------------------------	--------	-----------------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	L.6.3.a.	Vary sentence patterns for meaning, reader/listener interest, and style.
----------------------------	----------	--------------------------------------------------------------------------

**STRAND / COURSE** **Language Standards 6-12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
---------------------------------------	--	---------------------------------------

DETAILED DESCRIPTOR	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (L.6.6) (DOK 1,2)
---------------------	--------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

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

**Iowa Student Standards**

**Language Arts**

**Grade 6 - Adopted: 2024**

**STRAND / COURSE** **College and Career Readiness Anchor Standards for Writing**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Text Types and Purposes*</b>
---------------------------------------	--	---------------------------------

DETAILED DESCRIPTOR	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.
---------------------	---	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

DETAILED DESCRIPTOR	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
---------------------	---	---------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **College and Career Readiness Anchor Standards for Writing**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Production and Distribution of Writing</b>
---------------------------------------	--	-----------------------------------------------

DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
---------------------	---	--------------------------------------------------------------------------------------------------------------------------------------

DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
---------------------	---	---------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **College and Career Readiness Anchor Standards for Writing**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Range of Writing</b>
---------------------------------------	--	-------------------------

DETAILED DESCRIPTOR	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences
---------------------	----	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **College and Career Readiness Anchor Standards for Speaking and Listening**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Comprehension and Collaboration</b>
---------------------------------------	--	----------------------------------------

DETAILED DESCRIPTOR	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.
---------------------	---	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **Writing Standards 6–12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Text Types and Purposes</b>
<b>DETAILED DESCRIPTOR</b>	W.6.1.	<b>Write arguments to support claims with clear reasons and relevant evidence.</b>

GRADE LEVEL EXPECTATION	W.6.1.d.	Establish and maintain tone and style appropriate to task and audience.
-------------------------	----------	-------------------------------------------------------------------------

**STRAND / COURSE** **Writing Standards 6–12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Text Types and Purposes</b>
<b>DETAILED DESCRIPTOR</b>	W.6.2.	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>

GRADE LEVEL EXPECTATION	W.6.2.a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
-------------------------	----------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
-------------------------	----------	----------------------------------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	W.6.2.c.	Use appropriate transitions, words, phrases, and clauses to clarify the relationships among ideas and concepts.
-------------------------	----------	-----------------------------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
-------------------------	----------	-------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	W.6.2.e.	Establish and maintain tone and style appropriate to task and audience.
-------------------------	----------	-------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	W.6.2.f.	Provide a concluding statement or section that follows the information or explanation presented. (W.6.2) (DOK 3,4)
-------------------------	----------	--------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **Writing Standards 6–12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Production and Distribution of Writing</b>
---------------------------------------	--	-----------------------------------------------

DETAILED DESCRIPTOR	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above) (W.6.4) (DOK 3,4)
---------------------	--------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

DETAILED DESCRIPTOR	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.) (W.6.5) (DOK 2,3,4)
---------------------	--------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		<b>Research to Build and Present Knowledge</b>
DETAILED DESCRIPTOR	W.6.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

GRADE LEVEL EXPECTATION	W.6.9.b.	Apply grade 6 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”). (W.6.9) (DOK 2,3,4)
-------------------------	----------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		<b>Range of Writing</b>
--------------------------------	--	-------------------------

DETAILED DESCRIPTOR	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.6.10) (DOK 1,2,3,4)
---------------------	---------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **Speaking and Listening Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		<b>Comprehension and Collaboration</b>
DETAILED DESCRIPTOR	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

GRADE LEVEL EXPECTATION	SL.6.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
-------------------------	-----------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	SL.6.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
-------------------------	-----------	------------------------------------------------------------------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (SL.6.1) (DOK 1,2,3)
-------------------------	-----------	-------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **Language Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		<b>Conventions of Standard English</b>
DETAILED DESCRIPTOR	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

GRADE LEVEL EXPECTATION	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
-------------------------	----------	------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	L.6.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. (L.6.1) (DOK 1,2)
-------------------------	----------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **Language Standards 6-12**

ESSENTIAL CONCEPT AND/OR SKILL		Knowledge of Language
DETAILED DESCRIPTOR	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

GRADE LEVEL EXPECTATION	L.6.3.a.	Vary sentence patterns for meaning, reader/listener interest, and style.
-------------------------	----------	--------------------------------------------------------------------------

**STRAND / COURSE** **Language Standards 6-12**

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (L.6.6) (DOK 1,2)

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

**Iowa Student Standards**

**Language Arts**

**Grade 6 - Adopted: 2024**

**STRAND / COURSE** **College and Career Readiness Anchor Standards for Reading**

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	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.
DETAILED DESCRIPTOR	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DETAILED DESCRIPTOR	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**STRAND / COURSE** **College and Career Readiness Anchor Standards for Reading**

ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
DETAILED DESCRIPTOR	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.

**STRAND / COURSE****College and Career Readiness Anchor Standards for Writing**

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes*
--------------------------------	--	--------------------------

DETAILED DESCRIPTOR	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.
---------------------	---	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

DETAILED DESCRIPTOR	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
---------------------	---	---------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE****College and Career Readiness Anchor Standards for Writing**

ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
--------------------------------	--	----------------------------------------

DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
---------------------	---	--------------------------------------------------------------------------------------------------------------------------------------

DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
---------------------	---	---------------------------------------------------------------------------------------------------------------

**STRAND / COURSE****College and Career Readiness Anchor Standards for Writing**

ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
--------------------------------	--	-----------------------------------------

DETAILED DESCRIPTOR	9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
---------------------	---	---------------------------------------------------------------------------------------------------

**STRAND / COURSE****College and Career Readiness Anchor Standards for Writing**

ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
--------------------------------	--	------------------

DETAILED DESCRIPTOR	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences
---------------------	----	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE****College and Career Readiness Anchor Standards for Speaking and Listening**

ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
--------------------------------	--	---------------------------------

DETAILED DESCRIPTOR	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.
---------------------	---	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE****College and Career Readiness Anchor Standards for Language**

ESSENTIAL CONCEPT AND/OR SKILL		Knowledge of Language
--------------------------------	--	-----------------------

DETAILED DESCRIPTOR	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
---------------------	---	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **College and Career Readiness Anchor Standards for Language**

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
--------------------------------	--	--------------------------------

DETAILED DESCRIPTOR	4	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.
---------------------	---	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

DETAILED DESCRIPTOR	6	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.
---------------------	---	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **Reading Standards for Informational Text 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
--------------------------------	--	-----------------------

DETAILED DESCRIPTOR	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RI.6.1) (DOK 1,2,3)
---------------------	---------	--------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **Reading Standards for Informational Text 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	RI.6.2.	Analyze informational text development.

GRADE LEVEL EXPECTATION	RI.6.2.a.	Determine a central idea of a text and how it is conveyed through particular details.
-------------------------	-----------	---------------------------------------------------------------------------------------

**STRAND / COURSE** **Reading Standards for Informational Text 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
--------------------------------	--	-----------------------

DETAILED DESCRIPTOR	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through specific text examples). (RI.6.3) (DOK 2,3)
---------------------	---------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **Reading Standards for Informational Text 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
--------------------------------	--	---------------------

DETAILED DESCRIPTOR	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (RI.6.4) (DOK 1,2,3)
---------------------	---------	--------------------------------------------------------------------------------------------------------------------------------------------------------

DETAILED DESCRIPTOR	RI.6.5.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. (RI.6.5) (DOK 2,3)
---------------------	---------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **Reading Standards for Informational Text 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Integration of Knowledge and Ideas
--------------------------------	--	------------------------------------

DETAILED DESCRIPTOR	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. (RI.6.7) (DOK 3,4)
---------------------	---------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DETAILED DESCRIPTOR	W.6.1.	Write arguments to support claims with clear reasons and relevant evidence.

GRADE LEVEL EXPECTATION	W.6.1.d.	Establish and maintain tone and style appropriate to task and audience.
-------------------------	----------	-------------------------------------------------------------------------

**STRAND / COURSE** **Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DETAILED DESCRIPTOR	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

GRADE LEVEL EXPECTATION	W.6.2.a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
-------------------------	----------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
-------------------------	----------	----------------------------------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	W.6.2.c.	Use appropriate transitions, words, phrases, and clauses to clarify the relationships among ideas and concepts.
-------------------------	----------	-----------------------------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
-------------------------	----------	-------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	W.6.2.e.	Establish and maintain tone and style appropriate to task and audience.
-------------------------	----------	-------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	W.6.2.f.	Provide a concluding statement or section that follows the information or explanation presented. (W.6.2) (DOK 3,4)
-------------------------	----------	--------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL	Production and Distribution of Writing	
--------------------------------	----------------------------------------	--

DETAILED DESCRIPTOR	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above) (W.6.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6.) (W.6.5) (DOK 2,3,4)

**STRAND / COURSE** **Writing Standards 6-12**

ESSENTIAL CONCEPT AND/OR SKILL	Range of Writing	
--------------------------------	------------------	--

DETAILED DESCRIPTOR	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.6.10) (DOK 1,2,3,4)
---------------------	---------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **Speaking and Listening Standards 6-12**

ESSENTIAL CONCEPT AND/OR SKILL	Comprehension and Collaboration	
DETAILED DESCRIPTOR	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

GRADE LEVEL EXPECTATION	SL.6.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
-------------------------	-----------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	SL.6.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
-------------------------	-----------	------------------------------------------------------------------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (SL.6.1) (DOK 1,2,3)
-------------------------	-----------	-------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **Language Standards 6-12**

ESSENTIAL CONCEPT AND/OR SKILL	Conventions of Standard English	
DETAILED DESCRIPTOR	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

GRADE LEVEL EXPECTATION	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
-------------------------	----------	------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	L.6.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. (L.6.1) (DOK 1,2)
-------------------------	----------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE****Language Standards 6-12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Knowledge of Language</b>
<b>DETAILED DESCRIPTOR</b>	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

GRADE LEVEL EXPECTATION

L.6.3.a. Vary sentence patterns for meaning, reader/listener interest, and style.

**STRAND / COURSE****Language Standards 6-12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
<b>DETAILED DESCRIPTOR</b>	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
GRADE LEVEL EXPECTATION	L.6.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE LEVEL EXPECTATION	L.6.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or by using other reference materials). (L.6.4) (DOK 2,3)

**STRAND / COURSE****Language Standards 6-12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
<b>DETAILED DESCRIPTOR</b>	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (L.6.6) (DOK 1,2)

**STRAND / COURSE****Reading Standards for Literacy in History/Social Studies 6-12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Key Ideas and Details</b>
<b>DETAILED DESCRIPTOR</b>	RH.6-8.1.	Cite specific textual evidence to support analysis of primary and secondary sources. (RH.6-8.1)
<b>DETAILED DESCRIPTOR</b>	RH.6-8.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. (RH.6-8.2)

**STRAND / COURSE****Reading Standards for Literacy in History/Social Studies 6-12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Craft and Structure</b>
<b>DETAILED DESCRIPTOR</b>	RH.6-8.4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. (RH.6-8.4)

**STRAND / COURSE****Reading Standards for Literacy in History/Social Studies 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Range of Reading and Level of Text Complexity
--------------------------------	--	-----------------------------------------------

DETAILED DESCRIPTOR

RH.6-8.10.

By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently. (RH.6-8.10)

**STRAND / COURSE****Reading Standards for Literacy in Science and Technical Subjects 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
--------------------------------	--	-----------------------

DETAILED DESCRIPTOR

RST.6-8.1.

Cite specific textual evidence to support analysis of science and technical texts. (RST.6-8.1)

DETAILED DESCRIPTOR

RST.6-8.2.

Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. (RST.6-8.2)

**STRAND / COURSE****Reading Standards for Literacy in Science and Technical Subjects 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
--------------------------------	--	---------------------

DETAILED DESCRIPTOR

RST.6-8.4.

Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics. (RST.6-8.4)

**STRAND / COURSE****Reading Standards for Literacy in Science and Technical Subjects 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Integration of Knowledge and Ideas
--------------------------------	--	------------------------------------

DETAILED DESCRIPTOR

RST.6-8.8.

Distinguish among facts, reasoned judgment based on research findings, and speculation in a text. (RST.6-8.8)

**STRAND / COURSE****Reading Standards for Literacy in Science and Technical Subjects 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Range of Reading and Level of Text Complexity
--------------------------------	--	-----------------------------------------------

DETAILED DESCRIPTOR

RST.6-8.10.

By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently. (RST.6-8.10)

**Lesson 25: Unit 8 Formal Essay Models, p. 215-224****Iowa Student Standards****Language Arts****Grade 6 - Adopted: 2024**

**STRAND / COURSE****College and Career Readiness Anchor Standards for Reading**

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	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.
DETAILED DESCRIPTOR	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DETAILED DESCRIPTOR	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**STRAND / COURSE****College and Career Readiness Anchor Standards for Reading**

ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
DETAILED DESCRIPTOR	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.

**STRAND / COURSE****College and Career Readiness Anchor Standards for Writing**

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes*
DETAILED DESCRIPTOR	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.
DETAILED DESCRIPTOR	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**STRAND / COURSE****College and Career Readiness Anchor Standards for Writing**

ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**STRAND / COURSE****College and Career Readiness Anchor Standards for Writing**

ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
DETAILED DESCRIPTOR	7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

DETAILED DESCRIPTOR	8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
DETAILED DESCRIPTOR	9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>STRAND / COURSE</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Range of Writing</b>
DETAILED DESCRIPTOR	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences
<b>STRAND / COURSE</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Comprehension and Collaboration</b>
DETAILED DESCRIPTOR	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.
<b>STRAND / COURSE</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Knowledge of Language</b>
DETAILED DESCRIPTOR	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
<b>STRAND / COURSE</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
DETAILED DESCRIPTOR	4	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.
DETAILED DESCRIPTOR	6	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.
<b>STRAND / COURSE</b>	<b>Reading Standards for Informational Text 6–12</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Key Ideas and Details</b>
DETAILED DESCRIPTOR	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RI.6.1) (DOK 1,2,3)

**STRAND / COURSE****Reading Standards for Informational Text 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
GRADE LEVEL EXPECTATION	DETAILED DESCRIPTOR	STANDARD
	RI.6.2.	Analyze informational text development.

**STRAND / COURSE****Reading Standards for Informational Text 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
GRADE LEVEL EXPECTATION	DETAILED DESCRIPTOR	STANDARD
	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through specific text examples). (RI.6.3) (DOK 2,3)

**STRAND / COURSE****Reading Standards for Informational Text 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
GRADE LEVEL EXPECTATION	DETAILED DESCRIPTOR	STANDARD
	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (RI.6.4) (DOK 1,2,3)
	RI.6.5.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. (RI.6.5) (DOK 2,3)

**STRAND / COURSE****Reading Standards for Informational Text 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	DETAILED DESCRIPTOR	STANDARD
	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. (RI.6.7) (DOK 3,4)

**STRAND / COURSE****Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	DETAILED DESCRIPTOR	STANDARD
	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above) (W.6.4) (DOK 3,4)
	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.) (W.6.5) (DOK 2,3,4)

**STRAND / COURSE****Writing Standards 6-12**

ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
DETAILED DESCRIPTOR	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. (W.6.7) (DOK 3,4)
DETAILED DESCRIPTOR	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. (W.6.8) (DOK 2,3,4)

**STRAND / COURSE****Writing Standards 6-12**

ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
DETAILED DESCRIPTOR	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.6.10) (DOK 1,2,3,4)

**STRAND / COURSE****Speaking and Listening Standards 6-12**

ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
GRADE LEVEL EXPECTATION	SL.6.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
GRADE LEVEL EXPECTATION	SL.6.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
GRADE LEVEL EXPECTATION	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (SL.6.1) (DOK 1,2,3)

**STRAND / COURSE****Language Standards 6-12**

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
GRADE LEVEL EXPECTATION	L.6.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE LEVEL EXPECTATION	L.6.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or by using other reference materials). (L.6.4) (DOK 2,3)

**STRAND / COURSE****Language Standards 6-12**

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
--------------------------------	--	--------------------------------

**DETAILED DESCRIPTOR**

L.6.6.

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (L.6.6) (DOK 1,2)

**STRAND / COURSE****Reading Standards for Literacy in History/Social Studies 6-12**

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
--------------------------------	--	-----------------------

**DETAILED DESCRIPTOR**

RH.6-8.1.

Cite specific textual evidence to support analysis of primary and secondary sources. (RH.6-8.1)

**DETAILED DESCRIPTOR**

RH.6-8.2.

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. (RH.6-8.2)

**STRAND / COURSE****Reading Standards for Literacy in History/Social Studies 6-12**

ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
--------------------------------	--	---------------------

**DETAILED DESCRIPTOR**

RH.6-8.4.

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. (RH.6-8.4)

**STRAND / COURSE****Reading Standards for Literacy in History/Social Studies 6-12**

ESSENTIAL CONCEPT AND/OR SKILL		Range of Reading and Level of Text Complexity
--------------------------------	--	-----------------------------------------------

**DETAILED DESCRIPTOR**

RH.6-8.10.

By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently. (RH.6-8.10)

**STRAND / COURSE****Reading Standards for Literacy in Science and Technical Subjects 6-12**

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
--------------------------------	--	-----------------------

**DETAILED DESCRIPTOR**

RST.6-8.1.

Cite specific textual evidence to support analysis of science and technical texts. (RST.6-8.1)

**DETAILED DESCRIPTOR**

RST.6-8.2.

Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. (RST.6-8.2)

**STRAND / COURSE****Reading Standards for Literacy in Science and Technical Subjects 6-12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Craft and Structure</b>
---------------------------------------	--	----------------------------

DETAILED DESCRIPTOR	RST.6-8.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics. (RST.6-8.4)
---------------------	------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **Reading Standards for Literacy in Science and Technical Subjects 6–12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Integration of Knowledge and Ideas</b>
---------------------------------------	--	-------------------------------------------

DETAILED DESCRIPTOR	RST.6-8.8.	Distinguish among facts, reasoned judgment based on research findings, and speculation in a text. (RST.6-8.8)
---------------------	------------	---------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **Reading Standards for Literacy in Science and Technical Subjects 6–12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Range of Reading and Level of Text Complexity</b>
---------------------------------------	--	------------------------------------------------------

DETAILED DESCRIPTOR	RST.6-8.10.	By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently. (RST.6-8.10)
---------------------	-------------	--------------------------------------------------------------------------------------------------------------------------------------------------------

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

## Iowa Student Standards

### Language Arts

Grade 6 - Adopted: 2024

**STRAND / COURSE** **College and Career Readiness Anchor Standards for Writing**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Text Types and Purposes*</b>
---------------------------------------	--	---------------------------------

DETAILED DESCRIPTOR	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.
---------------------	---	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

DETAILED DESCRIPTOR	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
---------------------	---	---------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **College and Career Readiness Anchor Standards for Writing**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Production and Distribution of Writing</b>
---------------------------------------	--	-----------------------------------------------

DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
---------------------	---	--------------------------------------------------------------------------------------------------------------------------------------

DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
---------------------	---	---------------------------------------------------------------------------------------------------------------

**STRAND / COURSE****College and Career Readiness Anchor Standards for Writing**

ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
--------------------------------	--	------------------

DETAILED DESCRIPTOR	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences
---------------------	----	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE****College and Career Readiness Anchor Standards for Speaking and Listening**

ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
--------------------------------	--	---------------------------------

DETAILED DESCRIPTOR	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.
---------------------	---	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE****Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DETAILED DESCRIPTOR	W.6.1.	Write arguments to support claims with clear reasons and relevant evidence.

GRADE LEVEL EXPECTATION	W.6.1.d.	Establish and maintain tone and style appropriate to task and audience.
-------------------------	----------	-------------------------------------------------------------------------

**STRAND / COURSE****Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DETAILED DESCRIPTOR	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

GRADE LEVEL EXPECTATION	W.6.2.a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
-------------------------	----------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
-------------------------	----------	----------------------------------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	W.6.2.c.	Use appropriate transitions, words, phrases, and clauses to clarify the relationships among ideas and concepts.
-------------------------	----------	-----------------------------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
-------------------------	----------	-------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	W.6.2.e.	Establish and maintain tone and style appropriate to task and audience.
-------------------------	----------	-------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	W.6.2.f.	Provide a concluding statement or section that follows the information or explanation presented. (W.6.2) (DOK 3,4)
-------------------------	----------	--------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE****Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
DETAILED DESCRIPTOR	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above) (W.6.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.) (W.6.5) (DOK 2,3,4)

**STRAND / COURSE****Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
DETAILED DESCRIPTOR	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.6.10) (DOK 1,2,3,4)

**STRAND / COURSE****Speaking and Listening Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
GRADE LEVEL EXPECTATION	SL.6.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
GRADE LEVEL EXPECTATION	SL.6.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
GRADE LEVEL EXPECTATION	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (SL.6.1) (DOK 1,2,3)

**STRAND / COURSE****Language Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

GRADE LEVEL EXPECTATION	L.6.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. (L.6.1) (DOK 1,2)
----------------------------	----------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND /  
COURSE** **Language Standards 6-12**

ESSENTIAL CONCEPT AND/OR SKILL		<b>Knowledge of Language</b>
DETAILED DESCRIPTOR	L.6.3.	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

GRADE LEVEL EXPECTATION	L.6.3.a.	Vary sentence patterns for meaning, reader/listener interest, and style.
----------------------------	----------	--------------------------------------------------------------------------

**STRAND /  
COURSE** **Language Standards 6-12**

ESSENTIAL CONCEPT AND/OR SKILL		<b>Vocabulary Acquisition and Use</b>
DETAILED DESCRIPTOR	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (L.6.6) (DOK 1,2)

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

**Iowa Student Standards**

**Language Arts**

**Grade 6 - Adopted: 2024**

**STRAND /  
COURSE** **College and Career Readiness Anchor Standards for Reading**

ESSENTIAL CONCEPT AND/OR SKILL		<b>Key Ideas and Details</b>
DETAILED DESCRIPTOR	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.
DETAILED DESCRIPTOR	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DETAILED DESCRIPTOR	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**STRAND /  
COURSE** **College and Career Readiness Anchor Standards for Writing**

ESSENTIAL CONCEPT AND/OR SKILL		<b>Text Types and Purposes*</b>
DETAILED DESCRIPTOR	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.

DETAILED DESCRIPTOR	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
---------------------	---	---------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **College and Career Readiness Anchor Standards for Writing**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Production and Distribution of Writing</b>
---------------------------------------	--	-----------------------------------------------

DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
---------------------	---	--------------------------------------------------------------------------------------------------------------------------------------

DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
---------------------	---	---------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **College and Career Readiness Anchor Standards for Writing**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Research to Build and Present Knowledge</b>
---------------------------------------	--	------------------------------------------------

DETAILED DESCRIPTOR	9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
---------------------	---	---------------------------------------------------------------------------------------------------

**STRAND / COURSE** **College and Career Readiness Anchor Standards for Writing**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Range of Writing</b>
---------------------------------------	--	-------------------------

DETAILED DESCRIPTOR	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences
---------------------	----	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **College and Career Readiness Anchor Standards for Speaking and Listening**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Comprehension and Collaboration</b>
---------------------------------------	--	----------------------------------------

DETAILED DESCRIPTOR	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.
---------------------	---	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **College and Career Readiness Anchor Standards for Language**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Knowledge of Language</b>
---------------------------------------	--	------------------------------

DETAILED DESCRIPTOR	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
---------------------	---	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **College and Career Readiness Anchor Standards for Language**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
---------------------------------------	--	---------------------------------------

DETAILED DESCRIPTOR	4	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.
DETAILED DESCRIPTOR	6	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.

**STRAND / COURSE** **Reading Standards for Literature 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	RL.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RL.6.1) (DOK 1,2,3)
DETAILED DESCRIPTOR	RL.6.3.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. (RL.6.3) (DOK 2,3)

**STRAND / COURSE** **Reading Standards for Literature 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
DETAILED DESCRIPTOR	RL.6.5.	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. (RL.6.5) (DOK 2,3)

**STRAND / COURSE** **Reading Standards for Literature 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Range of Reading and Level of Text Complexity
DETAILED DESCRIPTOR	RL.6.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (RL.6.10) (DOK 1,2)

**STRAND / COURSE** **Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DETAILED DESCRIPTOR	W.6.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXPECTATION	W.6.1.d.	Establish and maintain tone and style appropriate to task and audience.

**STRAND / COURSE** **Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
--------------------------------	--	-------------------------

<b>DETAILED DESCRIPTOR</b>	<b>W.6.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
GRADE LEVEL EXPECTATION	W.6.2.a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
GRADE LEVEL EXPECTATION	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
GRADE LEVEL EXPECTATION	W.6.2.c.	Use appropriate transitions, words, phrases, and clauses to clarify the relationships among ideas and concepts.
GRADE LEVEL EXPECTATION	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
GRADE LEVEL EXPECTATION	W.6.2.e.	Establish and maintain tone and style appropriate to task and audience.
GRADE LEVEL EXPECTATION	W.6.2.f.	Provide a concluding statement or section that follows the information or explanation presented. (W.6.2) (DOK 3,4)
<b>STRAND / COURSE</b>	<b>Writing Standards 6–12</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>	<b>Production and Distribution of Writing</b>	
DETAILED DESCRIPTOR	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above) (W.6.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.) (W.6.5) (DOK 2,3,4)
<b>STRAND / COURSE</b>	<b>Writing Standards 6–12</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>	<b>Range of Writing</b>	
DETAILED DESCRIPTOR	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.6.10) (DOK 1,2,3,4)
<b>STRAND / COURSE</b>	<b>Speaking and Listening Standards 6–12</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>	<b>Comprehension and Collaboration</b>	
DETAILED DESCRIPTOR	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

GRADE LEVEL EXPECTATION	SL.6.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
GRADE LEVEL EXPECTATION	SL.6.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
GRADE LEVEL EXPECTATION	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (SL.6.1) (DOK 1,2,3)

**STRAND / COURSE** **Language Standards 6-12**

ESSENTIAL CONCEPT AND/OR SKILL		<b>Conventions of Standard English</b>
DETAILED DESCRIPTOR	L.6.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

GRADE LEVEL EXPECTATION	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
-------------------------	----------	------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	L.6.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. (L.6.1) (DOK 1,2)
-------------------------	----------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **Language Standards 6-12**

ESSENTIAL CONCEPT AND/OR SKILL		<b>Knowledge of Language</b>
DETAILED DESCRIPTOR	L.6.3.	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

GRADE LEVEL EXPECTATION	L.6.3.a.	Vary sentence patterns for meaning, reader/listener interest, and style.
-------------------------	----------	--------------------------------------------------------------------------

**STRAND / COURSE** **Language Standards 6-12**

ESSENTIAL CONCEPT AND/OR SKILL		<b>Vocabulary Acquisition and Use</b>
DETAILED DESCRIPTOR	L.6.4.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</b>

GRADE LEVEL EXPECTATION	L.6.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
-------------------------	----------	---------------------------------------------------------------------------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	L.6.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or by using other reference materials). (L.6.4) (DOK 2,3)
-------------------------	----------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **Language Standards 6-12**

ESSENTIAL CONCEPT AND/OR SKILL		<b>Vocabulary Acquisition and Use</b>
--------------------------------	--	---------------------------------------

DETAILED DESCRIPTOR	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (L.6.6) (DOK 1,2)
---------------------	--------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

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

**Iowa Student Standards**

**Language Arts**

**Grade 6 - Adopted: 2024**

STRAND / COURSE	College and Career Readiness Anchor Standards for Reading	
ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details

DETAILED DESCRIPTOR	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.
DETAILED DESCRIPTOR	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DETAILED DESCRIPTOR	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

STRAND / COURSE	College and Career Readiness Anchor Standards for Reading	
ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure

DETAILED DESCRIPTOR	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.
---------------------	---	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

STRAND / COURSE	College and Career Readiness Anchor Standards for Writing	
ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes*

DETAILED DESCRIPTOR	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.
DETAILED DESCRIPTOR	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

STRAND / COURSE	College and Career Readiness Anchor Standards for Writing	
ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing

DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>STRAND / COURSE</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Research to Build and Present Knowledge</b>
DETAILED DESCRIPTOR	9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>STRAND / COURSE</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Range of Writing</b>
DETAILED DESCRIPTOR	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences
<b>STRAND / COURSE</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Comprehension and Collaboration</b>
DETAILED DESCRIPTOR	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.
<b>STRAND / COURSE</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Knowledge of Language</b>
DETAILED DESCRIPTOR	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
<b>STRAND / COURSE</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
DETAILED DESCRIPTOR	4	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.
DETAILED DESCRIPTOR	6	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.

**STRAND / COURSE****Reading Standards for Literature 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	RL.6.2.	Analyze literary text development.

GRADE LEVEL EXPECTATION

RL.6.2.a. Determine a theme of a text and how it is conveyed through particular details.

**STRAND / COURSE****Reading Standards for Literature 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
DETAILED DESCRIPTOR	RL.6.5.	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. (RL.6.5) (DOK 2,3)

**STRAND / COURSE****Reading Standards for Informational Text 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RI.6.1) (DOK 1,2,3)

**STRAND / COURSE****Reading Standards for Informational Text 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	RI.6.2.	Analyze informational text development.

GRADE LEVEL EXPECTATION

RI.6.2.a. Determine a central idea of a text and how it is conveyed through particular details.

**STRAND / COURSE****Reading Standards for Informational Text 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through specific text examples). (RI.6.3) (DOK 2,3)

**STRAND / COURSE****Reading Standards for Informational Text 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
--------------------------------	--	---------------------

DETAILED DESCRIPTOR	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (RI.6.4) (DOK 1,2,3)
DETAILED DESCRIPTOR	RI.6.5.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. (RI.6.5) (DOK 2,3)

**STRAND / COURSE** **Reading Standards for Informational Text 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Integration of Knowledge and Ideas
--------------------------------	--	------------------------------------

DETAILED DESCRIPTOR	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. (RI.6.7) (DOK 3,4)
---------------------	---------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DETAILED DESCRIPTOR	W.6.1.	Write arguments to support claims with clear reasons and relevant evidence.

GRADE LEVEL EXPECTATION	W.6.1.d.	Establish and maintain tone and style appropriate to task and audience.
-------------------------	----------	-------------------------------------------------------------------------

**STRAND / COURSE** **Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DETAILED DESCRIPTOR	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

GRADE LEVEL EXPECTATION	W.6.2.a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
-------------------------	----------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
-------------------------	----------	----------------------------------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	W.6.2.c.	Use appropriate transitions, words, phrases, and clauses to clarify the relationships among ideas and concepts.
-------------------------	----------	-----------------------------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
-------------------------	----------	-------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	W.6.2.e.	Establish and maintain tone and style appropriate to task and audience.
-------------------------	----------	-------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	W.6.2.f.	Provide a concluding statement or section that follows the information or explanation presented. (W.6.2) (DOK 3,4)
-------------------------	----------	--------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL	Production and Distribution of Writing	
--------------------------------	----------------------------------------	--

DETAILED DESCRIPTOR	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above) (W.6.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.) (W.6.5) (DOK 2,3,4)

**STRAND / COURSE**

**Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL	Research to Build and Present Knowledge	
--------------------------------	-----------------------------------------	--

DETAILED DESCRIPTOR	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. (W.6.8) (DOK 2,3,4)
---------------------	--------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE**

**Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL	Range of Writing	
--------------------------------	------------------	--

DETAILED DESCRIPTOR	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.6.10) (DOK 1,2,3,4)
---------------------	---------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE**

**Speaking and Listening Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL	Comprehension and Collaboration	
--------------------------------	---------------------------------	--

DETAILED DESCRIPTOR	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
---------------------	---------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	SL.6.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
-------------------------	-----------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	SL.6.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
-------------------------	-----------	------------------------------------------------------------------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (SL.6.1) (DOK 1,2,3)
-------------------------	-----------	-------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE**

**Language Standards 6–12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
<b>DETAILED DESCRIPTOR</b>	L.6.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

GRADE LEVEL EXPECTATION	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
GRADE LEVEL EXPECTATION	L.6.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. (L.6.1) (DOK 1,2)

<b>STRAND / COURSE</b>	<b>Language Standards 6-12</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Knowledge of Language</b>
<b>DETAILED DESCRIPTOR</b>	L.6.3.	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

GRADE LEVEL EXPECTATION	L.6.3.a.	Vary sentence patterns for meaning, reader/listener interest, and style.
<b>STRAND / COURSE</b>	<b>Language Standards 6-12</b>	

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
<b>DETAILED DESCRIPTOR</b>	L.6.4.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</b>

GRADE LEVEL EXPECTATION	L.6.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE LEVEL EXPECTATION	L.6.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or by using other reference materials). (L.6.4) (DOK 2,3)

<b>STRAND / COURSE</b>	<b>Language Standards 6-12</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>

<b>DETAILED DESCRIPTOR</b>	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (L.6.6) (DOK 1,2)
----------------------------	--------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<b>STRAND / COURSE</b>	<b>Reading Standards for Literacy in History/Social Studies 6-12</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Key Ideas and Details</b>

<b>DETAILED DESCRIPTOR</b>	RH.6-8.1.	Cite specific textual evidence to support analysis of primary and secondary sources. (RH.6-8.1)
----------------------------	-----------	-------------------------------------------------------------------------------------------------

DETAILED DESCRIPTOR	RH.6-8.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. (RH.6-8.2)
---------------------	-----------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **Reading Standards for Literacy in History/Social Studies 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
--------------------------------	--	---------------------

DETAILED DESCRIPTOR	RH.6-8.4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. (RH.6-8.4)
---------------------	-----------	---------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **Reading Standards for Literacy in History/Social Studies 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Range of Reading and Level of Text Complexity
--------------------------------	--	-----------------------------------------------

DETAILED DESCRIPTOR	RH.6-8.10.	By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently. (RH.6-8.10)
---------------------	------------	------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **Reading Standards for Literacy in Science and Technical Subjects 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
--------------------------------	--	-----------------------

DETAILED DESCRIPTOR	RST.6-8.1.	Cite specific textual evidence to support analysis of science and technical texts. (RST.6-8.1)
---------------------	------------	------------------------------------------------------------------------------------------------

DETAILED DESCRIPTOR	RST.6-8.2.	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. (RST.6-8.2)
---------------------	------------	------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **Reading Standards for Literacy in Science and Technical Subjects 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
--------------------------------	--	---------------------

DETAILED DESCRIPTOR	RST.6-8.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics. (RST.6-8.4)
---------------------	------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **Reading Standards for Literacy in Science and Technical Subjects 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Integration of Knowledge and Ideas
--------------------------------	--	------------------------------------

DETAILED DESCRIPTOR	RST.6-8.8.	Distinguish among facts, reasoned judgment based on research findings, and speculation in a text. (RST.6-8.8)
---------------------	------------	---------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **Reading Standards for Literacy in Science and Technical Subjects 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Range of Reading and Level of Text Complexity
--------------------------------	--	-----------------------------------------------

DETAILED DESCRIPTOR	RST.6-8.10.	By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently. (RST.6-8.10)
---------------------	-------------	--------------------------------------------------------------------------------------------------------------------------------------------------------

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

## Iowa Student Standards

### Language Arts

#### Grade 6 - Adopted: 2024

STRAND / COURSE	College and Career Readiness Anchor Standards for Reading	
ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details

DETAILED DESCRIPTOR	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.
DETAILED DESCRIPTOR	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DETAILED DESCRIPTOR	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

STRAND / COURSE	College and Career Readiness Anchor Standards for Writing	
ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes*
DETAILED DESCRIPTOR	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.
DETAILED DESCRIPTOR	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

STRAND / COURSE	College and Career Readiness Anchor Standards for Writing	
ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

STRAND / COURSE	College and Career Readiness Anchor Standards for Writing	
-----------------	-----------------------------------------------------------	--

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Research to Build and Present Knowledge</b>
---------------------------------------	--	------------------------------------------------

DETAILED DESCRIPTOR	9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
---------------------	---	---------------------------------------------------------------------------------------------------

**STRAND / COURSE** **College and Career Readiness Anchor Standards for Writing**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Range of Writing</b>
---------------------------------------	--	-------------------------

DETAILED DESCRIPTOR	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences
---------------------	----	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **College and Career Readiness Anchor Standards for Speaking and Listening**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Comprehension and Collaboration</b>
---------------------------------------	--	----------------------------------------

DETAILED DESCRIPTOR	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.
---------------------	---	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **College and Career Readiness Anchor Standards for Language**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Knowledge of Language</b>
---------------------------------------	--	------------------------------

DETAILED DESCRIPTOR	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
---------------------	---	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **College and Career Readiness Anchor Standards for Language**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
---------------------------------------	--	---------------------------------------

DETAILED DESCRIPTOR	4	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.
---------------------	---	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

DETAILED DESCRIPTOR	6	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.
---------------------	---	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **Reading Standards for Literature 6–12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Key Ideas and Details</b>
---------------------------------------	--	------------------------------

DETAILED DESCRIPTOR	RL.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RL.6.1) (DOK 1,2,3)
---------------------	---------	--------------------------------------------------------------------------------------------------------------------------------------------

DETAILED DESCRIPTOR	RL.6.3.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. (RL.6.3) (DOK 2,3)
---------------------	---------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **Reading Standards for Literature 6–12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Craft and Structure</b>
---------------------------------------	--	----------------------------

DETAILED DESCRIPTOR	RL.6.5.	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. (RL.6.5) (DOK 2,3)
---------------------	---------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **Reading Standards for Literature 6–12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Range of Reading and Level of Text Complexity</b>
---------------------------------------	--	------------------------------------------------------

DETAILED DESCRIPTOR	RL.6.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (RL.6.10) (DOK 1,2)
---------------------	----------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **Writing Standards 6–12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Text Types and Purposes</b>
<b>DETAILED DESCRIPTOR</b>	<b>W.6.1.</b>	<b>Write arguments to support claims with clear reasons and relevant evidence.</b>

GRADE LEVEL EXPECTATION	W.6.1.d.	Establish and maintain tone and style appropriate to task and audience.
-------------------------	----------	-------------------------------------------------------------------------

**STRAND / COURSE** **Writing Standards 6–12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Text Types and Purposes</b>
<b>DETAILED DESCRIPTOR</b>	<b>W.6.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>

GRADE LEVEL EXPECTATION	W.6.2.a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
-------------------------	----------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
-------------------------	----------	----------------------------------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	W.6.2.c.	Use appropriate transitions, words, phrases, and clauses to clarify the relationships among ideas and concepts.
-------------------------	----------	-----------------------------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
-------------------------	----------	-------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	W.6.2.e.	Establish and maintain tone and style appropriate to task and audience.
GRADE LEVEL EXPECTATION	W.6.2.f.	Provide a concluding statement or section that follows the information or explanation presented. (W.6.2) (DOK 3,4)
<b>STRAND / COURSE</b>	<b>Writing Standards 6–12</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>	<b>Production and Distribution of Writing</b>	
DETAILED DESCRIPTOR	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above) (W.6.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.) (W.6.5) (DOK 2,3,4)
<b>STRAND / COURSE</b>	<b>Writing Standards 6–12</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>	<b>Research to Build and Present Knowledge</b>	
DETAILED DESCRIPTOR	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. (W.6.8) (DOK 2,3,4)
<b>STRAND / COURSE</b>	<b>Writing Standards 6–12</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>	<b>Range of Writing</b>	
DETAILED DESCRIPTOR	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.6.10) (DOK 1,2,3,4)
<b>STRAND / COURSE</b>	<b>Speaking and Listening Standards 6–12</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>	<b>Comprehension and Collaboration</b>	
DETAILED DESCRIPTOR	SL.6.1.	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
GRADE LEVEL EXPECTATION	SL.6.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
GRADE LEVEL EXPECTATION	SL.6.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

GRADE LEVEL EXPECTATION	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (SL.6.1) (DOK 1,2,3)
-------------------------	-----------	-------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **Language Standards 6-12**

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

GRADE LEVEL EXPECTATION	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
-------------------------	----------	------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	L.6.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. (L.6.1) (DOK 1,2)
-------------------------	----------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **Language Standards 6-12**

ESSENTIAL CONCEPT AND/OR SKILL		Knowledge of Language
DETAILED DESCRIPTOR	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

GRADE LEVEL EXPECTATION	L.6.3.a.	Vary sentence patterns for meaning, reader/listener interest, and style.
-------------------------	----------	--------------------------------------------------------------------------

**STRAND / COURSE** **Language Standards 6-12**

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

GRADE LEVEL EXPECTATION	L.6.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
-------------------------	----------	---------------------------------------------------------------------------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	L.6.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or by using other reference materials). (L.6.4) (DOK 2,3)
-------------------------	----------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **Language Standards 6-12**

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (L.6.6) (DOK 1,2)

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

## Language Arts

### Grade 6 - Adopted: 2024

<b>College and Career Readiness Anchor Standards for Reading</b>			
<b>STRAND / COURSE</b>	<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Key Ideas and Details</b>
DETAILED DESCRIPTOR	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.
DETAILED DESCRIPTOR	2		Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DETAILED DESCRIPTOR	3		Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
<b>College and Career Readiness Anchor Standards for Reading</b>			
<b>STRAND / COURSE</b>	<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Craft and Structure</b>
DETAILED DESCRIPTOR	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.
<b>College and Career Readiness Anchor Standards for Writing</b>			
<b>STRAND / COURSE</b>	<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Text Types and Purposes*</b>
DETAILED DESCRIPTOR	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.
DETAILED DESCRIPTOR	3		Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
<b>College and Career Readiness Anchor Standards for Writing</b>			
<b>STRAND / COURSE</b>	<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Production and Distribution of Writing</b>
DETAILED DESCRIPTOR	4		Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DETAILED DESCRIPTOR	5		Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>College and Career Readiness Anchor Standards for Writing</b>			

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Research to Build and Present Knowledge</b>
DETAILED DESCRIPTOR	9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>STRAND / COURSE</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Range of Writing</b>
DETAILED DESCRIPTOR	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences
<b>STRAND / COURSE</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Comprehension and Collaboration</b>
DETAILED DESCRIPTOR	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.
<b>STRAND / COURSE</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Knowledge of Language</b>
DETAILED DESCRIPTOR	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
<b>STRAND / COURSE</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
DETAILED DESCRIPTOR	4	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.
DETAILED DESCRIPTOR	6	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.
<b>STRAND / COURSE</b>	<b>Reading Standards for Literature 6–12</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Key Ideas and Details</b>
DETAILED DESCRIPTOR	RL.6.2.	Analyze literary text development.

GRADE LEVEL EXPECTATION	RL.6.2.a.	Determine a theme of a text and how it is conveyed through particular details.
----------------------------	-----------	--------------------------------------------------------------------------------

**STRAND / COURSE** **Reading Standards for Literature 6–12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Craft and Structure</b>
---------------------------------------	--	----------------------------

DETAILED DESCRIPTOR	RL.6.5.	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. (RL.6.5) (DOK 2,3)
---------------------	---------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **Reading Standards for Informational Text 6–12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Key Ideas and Details</b>
---------------------------------------	--	------------------------------

DETAILED DESCRIPTOR	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RI.6.1) (DOK 1,2,3)
---------------------	---------	--------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **Reading Standards for Informational Text 6–12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Key Ideas and Details</b>
<b>DETAILED DESCRIPTOR</b>	RI.6.2.	Analyze informational text development.

GRADE LEVEL EXPECTATION	RI.6.2.a.	Determine a central idea of a text and how it is conveyed through particular details.
----------------------------	-----------	---------------------------------------------------------------------------------------

**STRAND / COURSE** **Reading Standards for Informational Text 6–12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Key Ideas and Details</b>
---------------------------------------	--	------------------------------

DETAILED DESCRIPTOR	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through specific text examples). (RI.6.3) (DOK 2,3)
---------------------	---------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **Reading Standards for Informational Text 6–12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Craft and Structure</b>
---------------------------------------	--	----------------------------

DETAILED DESCRIPTOR	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (RI.6.4) (DOK 1,2,3)
---------------------	---------	--------------------------------------------------------------------------------------------------------------------------------------------------------

DETAILED DESCRIPTOR	RI.6.5.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. (RI.6.5) (DOK 2,3)
---------------------	---------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **Reading Standards for Informational Text 6–12**

ESSENTIAL CONCEPT AND/OR SKILL	Integration of Knowledge and Ideas	
--------------------------------	------------------------------------	--

DETAILED DESCRIPTOR	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. (RI.6.7) (DOK 3,4)
---------------------	---------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL	Text Types and Purposes	
DETAILED DESCRIPTOR	W.6.1.	<b>Write arguments to support claims with clear reasons and relevant evidence.</b>

GRADE LEVEL EXPECTATION	W.6.1.d.	Establish and maintain tone and style appropriate to task and audience.
-------------------------	----------	-------------------------------------------------------------------------

**STRAND / COURSE** **Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL	Text Types and Purposes	
DETAILED DESCRIPTOR	W.6.2.	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>

GRADE LEVEL EXPECTATION	W.6.2.a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
-------------------------	----------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
-------------------------	----------	----------------------------------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	W.6.2.c.	Use appropriate transitions, words, phrases, and clauses to clarify the relationships among ideas and concepts.
-------------------------	----------	-----------------------------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
-------------------------	----------	-------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	W.6.2.e.	Establish and maintain tone and style appropriate to task and audience.
-------------------------	----------	-------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	W.6.2.f.	Provide a concluding statement or section that follows the information or explanation presented. (W.6.2) (DOK 3,4)
-------------------------	----------	--------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL	Production and Distribution of Writing	
--------------------------------	----------------------------------------	--

DETAILED DESCRIPTOR	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above) (W.6.4) (DOK 3,4)
---------------------	--------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

DETAILED DESCRIPTOR	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.) (W.6.5) (DOK 2,3,4)
---------------------	--------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
--------------------------------	--	-----------------------------------------

DETAILED DESCRIPTOR	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. (W.6.8) (DOK 2,3,4)
---------------------	--------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
--------------------------------	--	------------------

DETAILED DESCRIPTOR	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.6.10) (DOK 1,2,3,4)
---------------------	---------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **Speaking and Listening Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

GRADE LEVEL EXPECTATION	SL.6.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
-------------------------	-----------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	SL.6.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
-------------------------	-----------	------------------------------------------------------------------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (SL.6.1) (DOK 1,2,3)
-------------------------	-----------	-------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **Language Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

GRADE LEVEL EXPECTATION	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
-------------------------	----------	------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	L.6.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. (L.6.1) (DOK 1,2)
-------------------------	----------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **Language Standards 6-12**

ESSENTIAL CONCEPT AND/OR SKILL		Knowledge of Language
DETAILED DESCRIPTOR	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

GRADE LEVEL EXPECTATION	L.6.3.a.	Vary sentence patterns for meaning, reader/listener interest, and style.
-------------------------	----------	--------------------------------------------------------------------------

**STRAND / COURSE** **Language Standards 6-12**

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

GRADE LEVEL EXPECTATION	L.6.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
-------------------------	----------	---------------------------------------------------------------------------------------------------------------------------------------------------------------

GRADE LEVEL EXPECTATION	L.6.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or by using other reference materials). (L.6.4) (DOK 2,3)
-------------------------	----------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **Language Standards 6-12**

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (L.6.6) (DOK 1,2)

**STRAND / COURSE** **Reading Standards for Literacy in History/Social Studies 6-12**

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	RH.6-8.1.	Cite specific textual evidence to support analysis of primary and secondary sources. (RH.6-8.1)
DETAILED DESCRIPTOR	RH.6-8.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. (RH.6-8.2)

**STRAND / COURSE** **Reading Standards for Literacy in History/Social Studies 6-12**

ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
--------------------------------	--	---------------------

DETAILED DESCRIPTOR	RH.6-8.4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. (RH.6-8.4)
---------------------	-----------	---------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **Reading Standards for Literacy in History/Social Studies 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Range of Reading and Level of Text Complexity
--------------------------------	--	-----------------------------------------------

DETAILED DESCRIPTOR	RH.6-8.10.	By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently. (RH.6-8.10)
---------------------	------------	------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **Reading Standards for Literacy in Science and Technical Subjects 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
--------------------------------	--	-----------------------

DETAILED DESCRIPTOR	RST.6-8.1.	Cite specific textual evidence to support analysis of science and technical texts. (RST.6-8.1)
---------------------	------------	------------------------------------------------------------------------------------------------

DETAILED DESCRIPTOR	RST.6-8.2.	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. (RST.6-8.2)
---------------------	------------	------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **Reading Standards for Literacy in Science and Technical Subjects 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
--------------------------------	--	---------------------

DETAILED DESCRIPTOR	RST.6-8.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics. (RST.6-8.4)
---------------------	------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **Reading Standards for Literacy in Science and Technical Subjects 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Integration of Knowledge and Ideas
--------------------------------	--	------------------------------------

DETAILED DESCRIPTOR	RST.6-8.8.	Distinguish among facts, reasoned judgment based on research findings, and speculation in a text. (RST.6-8.8)
---------------------	------------	---------------------------------------------------------------------------------------------------------------

**STRAND / COURSE** **Reading Standards for Literacy in Science and Technical Subjects 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Range of Reading and Level of Text Complexity
--------------------------------	--	-----------------------------------------------

DETAILED DESCRIPTOR	RST.6-8.10.	By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently. (RST.6-8.10)
---------------------	-------------	--------------------------------------------------------------------------------------------------------------------------------------------------------