

Main Criteria: Investigations in Writing

Secondary Criteria: Maryland College and Career-Ready Standards

Subject: Language Arts

Grade: 6

Investigations in Writing

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

Maryland College and Career-Ready Standards

Language Arts

Grade 6 - Adopted: 2022

STRAND / TOPIC / STANDARD

Reading Literature Standards

TOPIC / INDICATOR

Key Ideas and Details

INDICATOR /
PROFICIENCY
LEVEL

RL.6.1.

Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

STRAND / TOPIC / STANDARD

Reading Literature Standards

TOPIC / INDICATOR

Integration of Knowledge and Ideas

INDICATOR /
PROFICIENCY
LEVEL

RL.6.9.

Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

STRAND / TOPIC / STANDARD

Reading Informational Text

TOPIC / INDICATOR

Key Ideas and Details

INDICATOR /
PROFICIENCY
LEVEL

RI.6.1.

Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

INDICATOR /
PROFICIENCY
LEVEL

RI.6.2.

Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

INDICATOR /
PROFICIENCY
LEVEL

RI.6.3.

Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

STRAND / TOPIC / STANDARD

Reading Informational Text

TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.6.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
OBJECTIVE	W.6.3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	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.)
INDICATOR / PROFICIENCY LEVEL	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.)
STRAND / TOPIC / STANDARD		Speaking and Listening Standards
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	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.
OBJECTIVE	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.
OBJECTIVE	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
OBJECTIVE	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
STRAND / TOPIC / STANDARD		Speaking and Listening Standards
TOPIC / INDICATOR		Presentation of Knowledge and Ideas

INDICATOR / PROFICIENCY LEVEL	SL.6.4.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
STRAND / TOPIC / STANDARD		
Language Standards		
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	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.

OBJECTIVE	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.
-----------	----------	---

OBJECTIVE	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 in a dictionary).
-----------	----------	---

STRAND / TOPIC / STANDARD		
Language Standards		
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	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.

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

Maryland College and Career-Ready Standards

Language Arts

Grade 6 - Adopted: 2022

STRAND / TOPIC / STANDARD		
Reading Literature Standards		
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STRAND / TOPIC / STANDARD		
Reading Informational Text		
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

INDICATOR / PROFICIENCY LEVEL	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
INDICATOR / PROFICIENCY LEVEL	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
STRAND / TOPIC / STANDARD	Reading Informational Text	
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
STRAND / TOPIC / STANDARD	Writing Standards	
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	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.
OBJECTIVE	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.
OBJECTIVE	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
OBJECTIVE	W.6.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
OBJECTIVE	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
OBJECTIVE	W.6.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.
STRAND / TOPIC / STANDARD	Writing Standards	
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.6.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
OBJECTIVE	W.6.3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
STRAND / TOPIC / STANDARD	Writing Standards	

TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	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.)
INDICATOR / PROFICIENCY LEVEL	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.)
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	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.
STRAND / TOPIC / STANDARD		Speaking and Listening Standards
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	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.
OBJECTIVE	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.
OBJECTIVE	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
OBJECTIVE	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
STRAND / TOPIC / STANDARD		Speaking and Listening Standards
TOPIC / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	SL.6.4.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Contents of Standard English

INDICATOR / PROFICIENCY LEVEL	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
-------------------------------	--------	--

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

OBJECTIVE	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.
-----------	----------	---

**STRAND /
TOPIC /
STANDARD**

Language Standards

TOPIC / INDICATOR		Vocabulary Acquisition and Use
-------------------	--	--------------------------------

INDICATOR / PROFICIENCY LEVEL	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.
-------------------------------	--------	--

OBJECTIVE	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.
-----------	----------	---

OBJECTIVE	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 in a dictionary).
-----------	----------	---

**STRAND /
TOPIC /
STANDARD**

Language Standards

TOPIC / INDICATOR		Vocabulary Acquisition and Use
-------------------	--	--------------------------------

INDICATOR / PROFICIENCY LEVEL	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.
-------------------------------	--------	--

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

Maryland College and Career-Ready Standards

Language Arts

Grade 6 - Adopted: 2022

**STRAND /
TOPIC /
STANDARD**

Reading Literature Standards

TOPIC / INDICATOR		Key Ideas and Details
-------------------	--	-----------------------

INDICATOR / PROFICIENCY LEVEL	RL.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
-------------------------------	---------	---

**STRAND /
TOPIC /
STANDARD**

Reading Informational Text

TOPIC / INDICATOR		Key Ideas and Details
-------------------	--	-----------------------

INDICATOR / PROFICIENCY LEVEL	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATOR / PROFICIENCY LEVEL	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
INDICATOR / PROFICIENCY LEVEL	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
STRAND / TOPIC / STANDARD	Reading Informational Text	
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
STRAND / TOPIC / STANDARD	Writing Standards	
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	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.
OBJECTIVE	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.
OBJECTIVE	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
OBJECTIVE	W.6.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
OBJECTIVE	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
OBJECTIVE	W.6.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.
STRAND / TOPIC / STANDARD	Writing Standards	
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.6.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

OBJECTIVE	W.6.3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
STRAND / TOPIC / STANDARD	Writing Standards	
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	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.)
INDICATOR / PROFICIENCY LEVEL	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.)
STRAND / TOPIC / STANDARD	Writing Standards	
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	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.
STRAND / TOPIC / STANDARD	Speaking and Listening Standards	
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	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.
OBJECTIVE	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.
OBJECTIVE	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
OBJECTIVE	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
STRAND / TOPIC / STANDARD	Speaking and Listening Standards	
TOPIC / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	SL.6.4.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

**STRAND /
TOPIC /
STANDARD**

Language Standards

TOPIC / INDICATOR		Contents of Standard English
INDICATOR / PROFICIENCY LEVEL	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

OBJECTIVE	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.
-----------	----------	---

**STRAND /
TOPIC /
STANDARD**

Language Standards

TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	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.
OBJECTIVE	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.

OBJECTIVE	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 in a dictionary).
-----------	----------	---

**STRAND /
TOPIC /
STANDARD**

Language Standards

TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	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.

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

Maryland College and Career-Ready Standards

Language Arts

Grade 6 - Adopted: 2022

**STRAND /
TOPIC /
STANDARD**

Reading Literature Standards

TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**STRAND /
TOPIC /
STANDARD****Reading Informational Text**

TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATOR / PROFICIENCY LEVEL	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
INDICATOR / PROFICIENCY LEVEL	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

**STRAND /
TOPIC /
STANDARD****Reading Informational Text**

TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

**STRAND /
TOPIC /
STANDARD****Writing Standards**

TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	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.
OBJECTIVE	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.
OBJECTIVE	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
OBJECTIVE	W.6.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
OBJECTIVE	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
OBJECTIVE	W.6.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.

**STRAND /
TOPIC /
STANDARD****Writing Standards**

TOPIC / INDICATOR		Text Types and Purposes
----------------------	--	-------------------------

INDICATOR / PROFICIENCY LEVEL	W.6.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
OBJECTIVE	W.6.3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
STRAND / TOPIC / STANDARD	Writing Standards	
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	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.)
INDICATOR / PROFICIENCY LEVEL	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.)
STRAND / TOPIC / STANDARD	Writing Standards	
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	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.
STRAND / TOPIC / STANDARD	Speaking and Listening Standards	
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	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.
OBJECTIVE	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.
OBJECTIVE	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
OBJECTIVE	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
STRAND / TOPIC / STANDARD	Language Standards	
TOPIC / INDICATOR		Contents of Standard English
INDICATOR / PROFICIENCY LEVEL	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

**STRAND /
TOPIC /
STANDARD**

Language Standards

TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	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.

OBJECTIVE	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.
-----------	----------	---

OBJECTIVE	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 in a dictionary).
-----------	----------	---

**STRAND /
TOPIC /
STANDARD**

Language Standards

TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	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.

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

Maryland College and Career-Ready Standards

Language Arts

Grade 6 - Adopted: 2022

**STRAND /
TOPIC /
STANDARD**

Reading Literature Standards

TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL.6.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

INDICATOR / PROFICIENCY LEVEL	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.
-------------------------------------	---------	--

**STRAND /
TOPIC /
STANDARD**

Reading Literature Standards

TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	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.
STRAND / TOPIC / STANDARD		Reading Literature Standards
TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	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.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.6.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
OBJECTIVE	W.6.3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	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.)
STRAND / TOPIC / STANDARD		Speaking and Listening Standards
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	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.
OBJECTIVE	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.
OBJECTIVE	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
OBJECTIVE	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

**STRAND /
TOPIC /
STANDARD****Speaking and Listening Standards**

TOPIC / INDICATOR		Presentation of Knowledge and Ideas
----------------------	--	-------------------------------------

INDICATOR /
PROFICIENCY
LEVEL

SL.6.4.

Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

**STRAND /
TOPIC /
STANDARD****Language Standards**

TOPIC / INDICATOR		Vocabulary Acquisition and Use
----------------------	--	--------------------------------

INDICATOR /
PROFICIENCY
LEVEL

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.

OBJECTIVE

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.

OBJECTIVE

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 in a dictionary).

**STRAND /
TOPIC /
STANDARD****Language Standards**

TOPIC / INDICATOR		Vocabulary Acquisition and Use
----------------------	--	--------------------------------

INDICATOR /
PROFICIENCY
LEVEL

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.

Lesson 06: Unit 3: Retelling Narrative Stories, p. 49-56**Maryland College and Career-Ready Standards****Language Arts****Grade 6 - Adopted: 2022****STRAND /
TOPIC /
STANDARD****Reading Literature Standards**

TOPIC / INDICATOR		Key Ideas and Details
----------------------	--	-----------------------

INDICATOR /
PROFICIENCY
LEVEL

RL.6.2.

Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

INDICATOR /
PROFICIENCY
LEVEL

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.

**STRAND /
TOPIC /
STANDARD****Reading Literature Standards**

TOPIC / INDICATOR		Craft and Structure
----------------------	--	---------------------

INDICATOR /
PROFICIENCY
LEVEL

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.

**STRAND /
TOPIC /
STANDARD****Reading Literature Standards**

TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
----------------------	--	---

INDICATOR /
PROFICIENCY
LEVEL

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.

**STRAND /
TOPIC /
STANDARD****Writing Standards**

TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.6.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

OBJECTIVE

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.

OBJECTIVE

W.6.3.b.

Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

OBJECTIVE

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.

OBJECTIVE

W.6.3.d.

Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

OBJECTIVE

W.6.3.e.

Provide a conclusion that follows from the narrated experiences or events.

**STRAND /
TOPIC /
STANDARD****Writing Standards**

TOPIC / INDICATOR		Production and Distribution of Writing
----------------------	--	--

INDICATOR /
PROFICIENCY
LEVEL

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.)

INDICATOR /
PROFICIENCY
LEVEL

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.)

**STRAND /
TOPIC /
STANDARD****Writing Standards**

TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	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.

**STRAND /
TOPIC /
STANDARD****Speaking and Listening Standards**

TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	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.
OBJECTIVE	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.
OBJECTIVE	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
OBJECTIVE	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

**STRAND /
TOPIC /
STANDARD****Language Standards**

TOPIC / INDICATOR		Contents of Standard English
INDICATOR / PROFICIENCY LEVEL	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
OBJECTIVE	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.

**STRAND /
TOPIC /
STANDARD****Language Standards**

TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	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.
OBJECTIVE	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.

OBJECTIVE	L.6.4.c.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
OBJECTIVE	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 in a dictionary).
STRAND / TOPIC / STANDARD	Language Standards	
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	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.

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

Maryland College and Career-Ready Standards

Language Arts

Grade 6 - Adopted: 2022

STRAND / TOPIC / STANDARD	Reading Literature Standards	
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL.6.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
INDICATOR / PROFICIENCY LEVEL	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.
STRAND / TOPIC / STANDARD	Reading Literature Standards	
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	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.
STRAND / TOPIC / STANDARD	Reading Literature Standards	
TOPIC / INDICATOR		Range of Reading and Level of Text Complexity

INDICATOR / PROFICIENCY LEVEL	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.
STRAND / TOPIC / STANDARD		
Writing Standards		
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.6.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
OBJECTIVE	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.
OBJECTIVE	W.6.3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
OBJECTIVE	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.
OBJECTIVE	W.6.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
OBJECTIVE	W.6.3.e.	Provide a conclusion that follows from the narrated experiences or events.
STRAND / TOPIC / STANDARD		
Writing Standards		
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	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.)
INDICATOR / PROFICIENCY LEVEL	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.)
STRAND / TOPIC / STANDARD		
Writing Standards		
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	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.
STRAND / TOPIC / STANDARD		
Speaking and Listening Standards		

TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	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.

OBJECTIVE	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.
-----------	-----------	---

OBJECTIVE	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
-----------	-----------	--

OBJECTIVE	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
-----------	-----------	--

**STRAND /
TOPIC /
STANDARD**

Language Standards

TOPIC / INDICATOR		Contents of Standard English
INDICATOR / PROFICIENCY LEVEL	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

OBJECTIVE	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.
-----------	----------	---

**STRAND /
TOPIC /
STANDARD**

Language Standards

TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	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.

OBJECTIVE	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.
-----------	----------	---

OBJECTIVE	L.6.4.c.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
-----------	----------	---

OBJECTIVE	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 in a dictionary).
-----------	----------	---

**STRAND /
TOPIC /
STANDARD**

Language Standards

TOPIC / INDICATOR		Vocabulary Acquisition and Use
-------------------	--	--------------------------------

INDICATOR / PROFICIENCY LEVEL	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.
-------------------------------------	--------	--

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

Maryland College and Career-Ready Standards

Language Arts

Grade 6 - Adopted: 2022

**STRAND /
TOPIC /
STANDARD**

Reading Literature Standards

TOPIC / INDICATOR		Key Ideas and Details
----------------------	--	-----------------------

INDICATOR / PROFICIENCY LEVEL	RL.6.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
-------------------------------------	---------	--

INDICATOR / PROFICIENCY LEVEL	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.
-------------------------------------	---------	--

**STRAND /
TOPIC /
STANDARD**

Reading Literature Standards

TOPIC / INDICATOR		Craft and Structure
----------------------	--	---------------------

INDICATOR / PROFICIENCY LEVEL	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.
-------------------------------------	---------	---

**STRAND /
TOPIC /
STANDARD**

Reading Literature Standards

TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
----------------------	--	---

INDICATOR / PROFICIENCY LEVEL	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.
-------------------------------------	----------	---

**STRAND /
TOPIC /
STANDARD**

Writing Standards

TOPIC / INDICATOR		Text Types and Purposes
----------------------	--	-------------------------

INDICATOR / PROFICIENCY LEVEL	W.6.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
-------------------------------------	--------	--

OBJECTIVE	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.
-----------	----------	---

OBJECTIVE	W.6.3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
OBJECTIVE	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.
OBJECTIVE	W.6.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
OBJECTIVE	W.6.3.e.	Provide a conclusion that follows from the narrated experiences or events.

**STRAND /
TOPIC /
STANDARD**

Writing Standards

TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	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.)
INDICATOR / PROFICIENCY LEVEL	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.)

**STRAND /
TOPIC /
STANDARD**

Writing Standards

TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	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.

**STRAND /
TOPIC /
STANDARD**

Speaking and Listening Standards

TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	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.
OBJECTIVE	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.
OBJECTIVE	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
OBJECTIVE	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

**STRAND /
TOPIC /
STANDARD**

Language Standards

TOPIC / INDICATOR		Contents of Standard English
INDICATOR / PROFICIENCY LEVEL	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

OBJECTIVE 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.

**STRAND /
TOPIC /
STANDARD**

Language Standards

TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	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.

OBJECTIVE 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.

OBJECTIVE L.6.4.c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

OBJECTIVE 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 in a dictionary).

**STRAND /
TOPIC /
STANDARD**

Language Standards

TOPIC / INDICATOR		Vocabulary Acquisition and Use
----------------------	--	--------------------------------

INDICATOR /
PROFICIENCY
LEVEL 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.

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

Maryland College and Career-Ready Standards

Language Arts

Grade 6 - Adopted: 2022

**STRAND /
TOPIC /
STANDARD**

Reading Literature Standards

TOPIC / INDICATOR		Key Ideas and Details
----------------------	--	-----------------------

INDICATOR / PROFICIENCY LEVEL	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STRAND / TOPIC / STANDARD	Reading Informational Text	
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATOR / PROFICIENCY LEVEL	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
INDICATOR / PROFICIENCY LEVEL	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
STRAND / TOPIC / STANDARD	Reading Informational Text	
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
STRAND / TOPIC / STANDARD	Writing Standards	
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	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.
OBJECTIVE	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.
OBJECTIVE	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
OBJECTIVE	W.6.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
OBJECTIVE	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
OBJECTIVE	W.6.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.

**STRAND /
TOPIC /
STANDARD****Writing Standards**

TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.6.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

OBJECTIVE	W.6.3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
-----------	----------	---

**STRAND /
TOPIC /
STANDARD****Writing Standards**

TOPIC / INDICATOR		Production and Distribution of Writing
----------------------	--	--

INDICATOR / PROFICIENCY LEVEL	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.)
-------------------------------------	--------	--

INDICATOR / PROFICIENCY LEVEL	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.)
-------------------------------------	--------	---

**STRAND /
TOPIC /
STANDARD****Writing Standards**

TOPIC / INDICATOR		Range of Writing
----------------------	--	------------------

INDICATOR / PROFICIENCY LEVEL	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.
-------------------------------------	---------	---

**STRAND /
TOPIC /
STANDARD****Speaking and Listening Standards**

TOPIC / INDICATOR		Comprehension and Collaboration
----------------------	--	---------------------------------

INDICATOR / PROFICIENCY LEVEL	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.
-------------------------------------	---------	---

OBJECTIVE	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.
-----------	-----------	---

OBJECTIVE	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
-----------	-----------	--

OBJECTIVE	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
-----------	-----------	--

**STRAND /
TOPIC /
STANDARD****Language Standards**

TOPIC / INDICATOR		Contents of Standard English
INDICATOR / PROFICIENCY LEVEL	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

OBJECTIVE	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.
-----------	----------	---

**STRAND /
TOPIC /
STANDARD****Language Standards**

TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	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.
OBJECTIVE	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.

OBJECTIVE	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 in a dictionary).
-----------	----------	---

**STRAND /
TOPIC /
STANDARD****Language Standards**

TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	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.

Lesson 10: Unit 4 Summarizing a Reference, p. 83-90**Maryland College and Career-Ready Standards****Language Arts****Grade 6 - Adopted: 2022****STRAND /
TOPIC /
STANDARD****Reading Literature Standards**

TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**STRAND /
TOPIC /
STANDARD****Reading Informational Text**

TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATOR / PROFICIENCY LEVEL	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
INDICATOR / PROFICIENCY LEVEL	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

**STRAND /
TOPIC /
STANDARD****Reading Informational Text**

TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

**STRAND /
TOPIC /
STANDARD****Writing Standards**

TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	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.
OBJECTIVE	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.
OBJECTIVE	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
OBJECTIVE	W.6.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
OBJECTIVE	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
OBJECTIVE	W.6.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.

**STRAND /
TOPIC /
STANDARD****Writing Standards**

TOPIC / INDICATOR		Text Types and Purposes
----------------------	--	-------------------------

INDICATOR / PROFICIENCY LEVEL	W.6.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
OBJECTIVE	W.6.3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
STRAND / TOPIC / STANDARD	Writing Standards	
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	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.)
INDICATOR / PROFICIENCY LEVEL	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.)
STRAND / TOPIC / STANDARD	Writing Standards	
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	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.
STRAND / TOPIC / STANDARD	Speaking and Listening Standards	
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	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.
OBJECTIVE	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.
OBJECTIVE	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
OBJECTIVE	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
STRAND / TOPIC / STANDARD	Language Standards	
TOPIC / INDICATOR		Contents of Standard English
INDICATOR / PROFICIENCY LEVEL	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

**STRAND /
TOPIC /
STANDARD**

Language Standards

TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	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.

OBJECTIVE	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.
-----------	----------	---

OBJECTIVE	L.6.4.c.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
-----------	----------	---

OBJECTIVE	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 in a dictionary).
-----------	----------	---

**STRAND /
TOPIC /
STANDARD**

Language Standards

TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	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.

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

Maryland College and Career-Ready Standards

Language Arts

Grade 6 - Adopted: 2022

**STRAND /
TOPIC /
STANDARD**

Reading Literature Standards

TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**STRAND /
TOPIC /
STANDARD**

Reading Informational Text

TOPIC / INDICATOR		Key Ideas and Details
----------------------	--	-----------------------

INDICATOR / PROFICIENCY LEVEL	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATOR / PROFICIENCY LEVEL	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
INDICATOR / PROFICIENCY LEVEL	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
STRAND / TOPIC / STANDARD	Reading Informational Text	
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
STRAND / TOPIC / STANDARD	Writing Standards	
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	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.
OBJECTIVE	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.
OBJECTIVE	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
OBJECTIVE	W.6.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
OBJECTIVE	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
OBJECTIVE	W.6.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.
STRAND / TOPIC / STANDARD	Writing Standards	
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.6.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

OBJECTIVE	W.6.3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
STRAND / TOPIC / STANDARD	Writing Standards	
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	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.)
INDICATOR / PROFICIENCY LEVEL	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.)
STRAND / TOPIC / STANDARD	Writing Standards	
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	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.
STRAND / TOPIC / STANDARD	Speaking and Listening Standards	
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	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.
OBJECTIVE	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.
OBJECTIVE	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
OBJECTIVE	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
STRAND / TOPIC / STANDARD	Language Standards	
TOPIC / INDICATOR		Contents of Standard English
INDICATOR / PROFICIENCY LEVEL	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

OBJECTIVE	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.
STRAND / TOPIC / STANDARD	Language Standards	

TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	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.

OBJECTIVE	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.
-----------	----------	---

OBJECTIVE	L.6.4.c.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
-----------	----------	---

OBJECTIVE	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 in a dictionary).
-----------	----------	---

STRAND / TOPIC / STANDARD	Language Standards	
--	---------------------------	--

TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	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.

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

Maryland College and Career-Ready Standards

Language Arts

Grade 6 - Adopted: 2022

STRAND / TOPIC / STANDARD	Reading Literature Standards	
--	-------------------------------------	--

TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

STRAND / TOPIC / STANDARD	Reading Informational Text	
--	-----------------------------------	--

TOPIC / INDICATOR		Key Ideas and Details
------------------------------	--	------------------------------

INDICATOR / PROFICIENCY LEVEL	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATOR / PROFICIENCY LEVEL	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
INDICATOR / PROFICIENCY LEVEL	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
STRAND / TOPIC / STANDARD	Reading Informational Text	
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
STRAND / TOPIC / STANDARD	Writing Standards	
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	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.
OBJECTIVE	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.
OBJECTIVE	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
OBJECTIVE	W.6.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
OBJECTIVE	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
OBJECTIVE	W.6.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.
STRAND / TOPIC / STANDARD	Writing Standards	
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.6.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

OBJECTIVE	W.6.3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
STRAND / TOPIC / STANDARD	Writing Standards	
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	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.)
INDICATOR / PROFICIENCY LEVEL	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.)
STRAND / TOPIC / STANDARD	Writing Standards	
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	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.
STRAND / TOPIC / STANDARD	Speaking and Listening Standards	
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	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.
OBJECTIVE	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.
OBJECTIVE	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
OBJECTIVE	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
STRAND / TOPIC / STANDARD	Language Standards	
TOPIC / INDICATOR		Contents of Standard English
INDICATOR / PROFICIENCY LEVEL	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

OBJECTIVE	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.
STRAND / TOPIC / STANDARD Language Standards		
TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

OBJECTIVE	L.6.3.a.	Vary sentence patterns for meaning, reader/listener interest, and style.
STRAND / TOPIC / STANDARD Language Standards		
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	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.

OBJECTIVE	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.
OBJECTIVE	L.6.4.c.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
OBJECTIVE	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 in a dictionary).

STRAND / TOPIC / STANDARD Language Standards		
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	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.

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

Maryland College and Career-Ready Standards

Language Arts

Grade 6 - Adopted: 2022

STRAND / TOPIC / STANDARD Writing Standards		
TOPIC / INDICATOR		Text Types and Purposes

INDICATOR / PROFICIENCY LEVEL	W.6.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
OBJECTIVE	W.6.3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
STRAND / TOPIC / STANDARD	Writing Standards	
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	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.)
STRAND / TOPIC / STANDARD	Speaking and Listening Standards	
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	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.
OBJECTIVE	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.
OBJECTIVE	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
OBJECTIVE	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.
OBJECTIVE	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
STRAND / TOPIC / STANDARD	Speaking and Listening Standards	
TOPIC / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	SL.6.4.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
STRAND / TOPIC / STANDARD	Language Standards	
TOPIC / INDICATOR		Vocabulary Acquisition and Use

INDICATOR / PROFICIENCY LEVEL	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.
-------------------------------------	--------	--

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

Maryland College and Career-Ready Standards

Language Arts

Grade 6 - Adopted: 2022

**STRAND /
TOPIC /
STANDARD**

Writing Standards

TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.6.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

OBJECTIVE	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.
OBJECTIVE	W.6.3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
OBJECTIVE	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.
OBJECTIVE	W.6.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
OBJECTIVE	W.6.3.e.	Provide a conclusion that follows from the narrated experiences or events.

**STRAND /
TOPIC /
STANDARD**

Writing Standards

TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	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.)

INDICATOR / PROFICIENCY LEVEL	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.)
-------------------------------------	--------	---

**STRAND /
TOPIC /
STANDARD**

Writing Standards

TOPIC / INDICATOR		Range of Writing
----------------------	--	------------------

INDICATOR / PROFICIENCY LEVEL	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.
STRAND / TOPIC / STANDARD	Speaking and Listening Standards	
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	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.
OBJECTIVE	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.
OBJECTIVE	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
OBJECTIVE	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
STRAND / TOPIC / STANDARD	Language Standards	
TOPIC / INDICATOR		Contents of Standard English
INDICATOR / PROFICIENCY LEVEL	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
OBJECTIVE	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.
STRAND / TOPIC / STANDARD	Language Standards	
TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
OBJECTIVE	L.6.3.a.	Vary sentence patterns for meaning, reader/listener interest, and style.
STRAND / TOPIC / STANDARD	Language Standards	
TOPIC / INDICATOR		Vocabulary Acquisition and Use

INDICATOR / PROFICIENCY LEVEL	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.
-------------------------------------	--------	--

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

Maryland College and Career-Ready Standards

Language Arts

Grade 6 - Adopted: 2022

**STRAND /
TOPIC /
STANDARD**

Writing Standards

TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.6.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

OBJECTIVE	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.
OBJECTIVE	W.6.3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
OBJECTIVE	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.
OBJECTIVE	W.6.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
OBJECTIVE	W.6.3.e.	Provide a conclusion that follows from the narrated experiences or events.

**STRAND /
TOPIC /
STANDARD**

Writing Standards

TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	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.)
INDICATOR / PROFICIENCY LEVEL	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.)

**STRAND /
TOPIC /
STANDARD**

Writing Standards

TOPIC / INDICATOR		Range of Writing
----------------------	--	------------------

INDICATOR / PROFICIENCY LEVEL	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.
STRAND / TOPIC / STANDARD	Speaking and Listening Standards	
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	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.
OBJECTIVE	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.
OBJECTIVE	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
OBJECTIVE	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.
OBJECTIVE	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
STRAND / TOPIC / STANDARD	Language Standards	
TOPIC / INDICATOR		Contents of Standard English
INDICATOR / PROFICIENCY LEVEL	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
OBJECTIVE	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.
STRAND / TOPIC / STANDARD	Language Standards	
TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
OBJECTIVE	L.6.3.a.	Vary sentence patterns for meaning, reader/listener interest, and style.
STRAND / TOPIC / STANDARD	Language Standards	
TOPIC / INDICATOR		Vocabulary Acquisition and Use

INDICATOR / PROFICIENCY LEVEL	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.
-------------------------------------	--------	--

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

Maryland College and Career-Ready Standards

Language Arts

Grade 6 - Adopted: 2022

**STRAND /
TOPIC /
STANDARD**

Reading Literature Standards

TOPIC / INDICATOR		Key Ideas and Details
----------------------	--	-----------------------

INDICATOR / PROFICIENCY LEVEL	RL.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
-------------------------------------	---------	---

**STRAND /
TOPIC /
STANDARD**

Reading Informational Text

TOPIC / INDICATOR		Key Ideas and Details
----------------------	--	-----------------------

INDICATOR / PROFICIENCY LEVEL	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
-------------------------------------	---------	---

INDICATOR / PROFICIENCY LEVEL	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
-------------------------------------	---------	---

INDICATOR / PROFICIENCY LEVEL	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
-------------------------------------	---------	--

**STRAND /
TOPIC /
STANDARD**

Reading Informational Text

TOPIC / INDICATOR		Craft and Structure
----------------------	--	---------------------

INDICATOR / PROFICIENCY LEVEL	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
-------------------------------------	---------	---

**STRAND /
TOPIC /
STANDARD**

Writing Standards

TOPIC / INDICATOR		Text Types and Purposes
----------------------	--	-------------------------

INDICATOR / PROFICIENCY LEVEL	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.
OBJECTIVE	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
STRAND / TOPIC / STANDARD	Writing Standards	
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.6.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
OBJECTIVE	W.6.3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
STRAND / TOPIC / STANDARD	Writing Standards	
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	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.)
STRAND / TOPIC / STANDARD	Writing Standards	
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
INDICATOR / PROFICIENCY LEVEL	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.
STRAND / TOPIC / STANDARD	Speaking and Listening Standards	
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	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.
OBJECTIVE	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.
OBJECTIVE	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

OBJECTIVE	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
STRAND / TOPIC / STANDARD	Language Standards	
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	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.

OBJECTIVE	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.
-----------	----------	---

OBJECTIVE	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 in a dictionary).
-----------	----------	---

STRAND / TOPIC / STANDARD	Language Standards	
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	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.

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

Maryland College and Career-Ready Standards

Language Arts

Grade 6 - Adopted: 2022

STRAND / TOPIC / STANDARD	Reading Literature Standards	
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STRAND / TOPIC / STANDARD	Reading Informational Text	
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

INDICATOR / PROFICIENCY LEVEL	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
-------------------------------------	---------	---

INDICATOR / PROFICIENCY LEVEL	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
-------------------------------------	---------	--

**STRAND /
TOPIC /
STANDARD**

Reading Informational Text

TOPIC / INDICATOR		Craft and Structure
----------------------	--	----------------------------

INDICATOR / PROFICIENCY LEVEL	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
-------------------------------------	---------	---

**STRAND /
TOPIC /
STANDARD**

Writing Standards

TOPIC / INDICATOR		Text Types and Purposes
----------------------	--	--------------------------------

INDICATOR / PROFICIENCY LEVEL	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.
-------------------------------------	--------	--

OBJECTIVE	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.
-----------	----------	--

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

OBJECTIVE	W.6.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
-----------	----------	--

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

OBJECTIVE	W.6.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.
-----------	----------	---

**STRAND /
TOPIC /
STANDARD**

Writing Standards

TOPIC / INDICATOR		Text Types and Purposes
----------------------	--	--------------------------------

INDICATOR / PROFICIENCY LEVEL	W.6.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
-------------------------------------	--------	---

OBJECTIVE	W.6.3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
-----------	----------	---

**STRAND /
TOPIC /
STANDARD**

Writing Standards

TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	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.)
INDICATOR / PROFICIENCY LEVEL	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.)
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
INDICATOR / PROFICIENCY LEVEL	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.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	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.
STRAND / TOPIC / STANDARD		Speaking and Listening Standards
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	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.
OBJECTIVE	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.
OBJECTIVE	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
OBJECTIVE	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
STRAND / TOPIC / STANDARD		Language Standards

TOPIC / INDICATOR		Contents of Standard English
INDICATOR / PROFICIENCY LEVEL	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

OBJECTIVE	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.
-----------	----------	---

**STRAND /
TOPIC /
STANDARD**

Language Standards

TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

OBJECTIVE	L.6.3.a.	Vary sentence patterns for meaning, reader/listener interest, and style.
-----------	----------	--

**STRAND /
TOPIC /
STANDARD**

Language Standards

TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	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.

OBJECTIVE	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.
-----------	----------	---

OBJECTIVE	L.6.4.c.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
-----------	----------	---

OBJECTIVE	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 in a dictionary).
-----------	----------	---

**STRAND /
TOPIC /
STANDARD**

Language Standards

TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	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.

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

Maryland College and Career-Ready Standards

Language Arts

**STRAND /
TOPIC /
STANDARD**
Reading Literature Standards

TOPIC / INDICATOR		Key Ideas and Details
----------------------	--	-----------------------

INDICATOR / PROFICIENCY LEVEL	RL.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
-------------------------------------	---------	---

**STRAND /
TOPIC /
STANDARD**
Reading Literature Standards

TOPIC / INDICATOR		Integration of Knowledge and Ideas
----------------------	--	------------------------------------

INDICATOR / PROFICIENCY LEVEL	RL.6.9.	Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
-------------------------------------	---------	---

**STRAND /
TOPIC /
STANDARD**
Reading Informational Text

TOPIC / INDICATOR		Key Ideas and Details
----------------------	--	-----------------------

INDICATOR / PROFICIENCY LEVEL	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
-------------------------------------	---------	---

INDICATOR / PROFICIENCY LEVEL	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
-------------------------------------	---------	---

INDICATOR / PROFICIENCY LEVEL	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
-------------------------------------	---------	--

**STRAND /
TOPIC /
STANDARD**
Reading Informational Text

TOPIC / INDICATOR		Craft and Structure
----------------------	--	---------------------

INDICATOR / PROFICIENCY LEVEL	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
-------------------------------------	---------	---

**STRAND /
TOPIC /
STANDARD**
Writing Standards

TOPIC / INDICATOR		Text Types and Purposes
----------------------	--	-------------------------

INDICATOR / PROFICIENCY LEVEL	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.
-------------------------------------	--------	---

OBJECTIVE	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.6.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
OBJECTIVE	W.6.3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	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.)
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
INDICATOR / PROFICIENCY LEVEL	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.
STRAND / TOPIC / STANDARD		Speaking and Listening Standards
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	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.
OBJECTIVE	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.
OBJECTIVE	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

OBJECTIVE	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
STRAND / TOPIC / STANDARD	Language Standards	
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	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.

OBJECTIVE	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.
-----------	----------	---

OBJECTIVE	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 in a dictionary).
-----------	----------	---

STRAND / TOPIC / STANDARD	Language Standards	
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	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.

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

Maryland College and Career-Ready Standards

Language Arts

Grade 6 - Adopted: 2022

STRAND / TOPIC / STANDARD	Reading Literature Standards	
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STRAND / TOPIC / STANDARD	Reading Informational Text	
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

INDICATOR / PROFICIENCY LEVEL	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
-------------------------------------	---------	---

INDICATOR / PROFICIENCY LEVEL	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
-------------------------------------	---------	--

**STRAND /
TOPIC /
STANDARD**

Reading Informational Text

TOPIC / INDICATOR		Craft and Structure
----------------------	--	----------------------------

INDICATOR / PROFICIENCY LEVEL	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
-------------------------------------	---------	---

**STRAND /
TOPIC /
STANDARD**

Writing Standards

TOPIC / INDICATOR		Text Types and Purposes
----------------------	--	--------------------------------

INDICATOR / PROFICIENCY LEVEL	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.
-------------------------------------	--------	--

OBJECTIVE	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.
-----------	----------	--

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

OBJECTIVE	W.6.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
-----------	----------	--

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

OBJECTIVE	W.6.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.
-----------	----------	---

**STRAND /
TOPIC /
STANDARD**

Writing Standards

TOPIC / INDICATOR		Text Types and Purposes
----------------------	--	--------------------------------

INDICATOR / PROFICIENCY LEVEL	W.6.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
-------------------------------------	--------	---

OBJECTIVE	W.6.3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
-----------	----------	---

**STRAND /
TOPIC /
STANDARD**

Writing Standards

TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	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.)
INDICATOR / PROFICIENCY LEVEL	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.)
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
INDICATOR / PROFICIENCY LEVEL	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.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	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.
STRAND / TOPIC / STANDARD		Speaking and Listening Standards
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	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.
OBJECTIVE	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.
OBJECTIVE	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
OBJECTIVE	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
STRAND / TOPIC / STANDARD		Language Standards

TOPIC / INDICATOR		Contents of Standard English
INDICATOR / PROFICIENCY LEVEL	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

OBJECTIVE	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.
-----------	----------	---

**STRAND /
TOPIC /
STANDARD**

Language Standards

TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

OBJECTIVE	L.6.3.a.	Vary sentence patterns for meaning, reader/listener interest, and style.
-----------	----------	--

**STRAND /
TOPIC /
STANDARD**

Language Standards

TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	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.

OBJECTIVE	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.
-----------	----------	---

OBJECTIVE	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 in a dictionary).
-----------	----------	---

**STRAND /
TOPIC /
STANDARD**

Language Standards

TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	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.

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

Maryland College and Career-Ready Standards

Language Arts

Grade 6 - Adopted: 2022

**STRAND /
TOPIC /
STANDARD**

Writing Standards

TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	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.
OBJECTIVE	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.
OBJECTIVE	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
OBJECTIVE	W.6.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
OBJECTIVE	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
OBJECTIVE	W.6.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.

**STRAND /
TOPIC /
STANDARD**

Writing Standards

TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.6.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
OBJECTIVE	W.6.3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

**STRAND /
TOPIC /
STANDARD**

Writing Standards

TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	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.)
INDICATOR / PROFICIENCY LEVEL	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.)

**STRAND /
TOPIC /
STANDARD**

Writing Standards

TOPIC / INDICATOR		Range of Writing
-------------------	--	------------------

INDICATOR / PROFICIENCY LEVEL	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.
STRAND / TOPIC / STANDARD	Speaking and Listening Standards	
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	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.
OBJECTIVE	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.
OBJECTIVE	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
OBJECTIVE	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
STRAND / TOPIC / STANDARD	Language Standards	
TOPIC / INDICATOR		Contents of Standard English
INDICATOR / PROFICIENCY LEVEL	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
OBJECTIVE	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.
STRAND / TOPIC / STANDARD	Language Standards	
TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
OBJECTIVE	L.6.3.a.	Vary sentence patterns for meaning, reader/listener interest, and style.
STRAND / TOPIC / STANDARD	Language Standards	
TOPIC / INDICATOR		Vocabulary Acquisition and Use

INDICATOR / PROFICIENCY LEVEL	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.
-------------------------------------	--------	--

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

Maryland College and Career-Ready Standards

Language Arts

Grade 6 - Adopted: 2022

STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	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.
OBJECTIVE	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.
OBJECTIVE	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
OBJECTIVE	W.6.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
OBJECTIVE	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
OBJECTIVE	W.6.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.6.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
OBJECTIVE	W.6.3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Production and Distribution of Writing

INDICATOR / PROFICIENCY LEVEL	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.)
-------------------------------------	--------	--

INDICATOR / PROFICIENCY LEVEL	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.)
-------------------------------------	--------	---

**STRAND /
TOPIC /
STANDARD**

Writing Standards

TOPIC / INDICATOR		Range of Writing
----------------------	--	------------------

INDICATOR / PROFICIENCY LEVEL	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.
-------------------------------------	---------	---

**STRAND /
TOPIC /
STANDARD**

Speaking and Listening Standards

TOPIC / INDICATOR		Comprehension and Collaboration
----------------------	--	---------------------------------

INDICATOR / PROFICIENCY LEVEL	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.
-------------------------------------	---------	---

OBJECTIVE	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.
-----------	-----------	---

OBJECTIVE	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
-----------	-----------	--

OBJECTIVE	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.
-----------	-----------	--

OBJECTIVE	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
-----------	-----------	--

**STRAND /
TOPIC /
STANDARD**

Language Standards

TOPIC / INDICATOR		Contents of Standard English
----------------------	--	------------------------------

INDICATOR / PROFICIENCY LEVEL	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
-------------------------------------	--------	--

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

OBJECTIVE	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.
-----------	----------	---

**STRAND /
TOPIC /
STANDARD****Language Standards**

TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

OBJECTIVE

L.6.3.a.

Vary sentence patterns for meaning, reader/listener interest, and style.

**STRAND /
TOPIC /
STANDARD****Language Standards**

TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	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.

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

Maryland College and Career-Ready Standards**Language Arts**

Grade 6 - Adopted: 2022

**STRAND /
TOPIC /
STANDARD****Writing Standards**

TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	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.

OBJECTIVE

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.

OBJECTIVE

W.6.2.b.

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

OBJECTIVE

W.6.2.c.

Use appropriate transitions to clarify the relationships among ideas and concepts.

OBJECTIVE

W.6.2.d.

Use precise language and domain-specific vocabulary to inform about or explain the topic.

OBJECTIVE

W.6.2.f.

Provide a concluding statement or section that follows from the information or explanation presented.

**STRAND /
TOPIC /
STANDARD****Writing Standards**

TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.6.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

OBJECTIVE	W.6.3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
-----------	----------	---

**STRAND /
TOPIC /
STANDARD**

Writing Standards

TOPIC / INDICATOR		Production and Distribution of Writing
-------------------	--	--

INDICATOR / PROFICIENCY LEVEL	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.)
-------------------------------	--------	--

INDICATOR / PROFICIENCY LEVEL	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.)
-------------------------------	--------	---

**STRAND /
TOPIC /
STANDARD**

Writing Standards

TOPIC / INDICATOR		Range of Writing
-------------------	--	------------------

INDICATOR / PROFICIENCY LEVEL	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.
-------------------------------	---------	---

**STRAND /
TOPIC /
STANDARD**

Speaking and Listening Standards

TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	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.

OBJECTIVE	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.
-----------	-----------	---

OBJECTIVE	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
-----------	-----------	--

OBJECTIVE	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
-----------	-----------	--

**STRAND /
TOPIC /
STANDARD**

Language Standards

TOPIC / INDICATOR		Contents of Standard English
-------------------	--	------------------------------

INDICATOR / PROFICIENCY LEVEL	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

OBJECTIVE	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.
-----------	----------	---

STRAND / TOPIC / STANDARD **Language Standards**

TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

OBJECTIVE	L.6.3.a.	Vary sentence patterns for meaning, reader/listener interest, and style.
-----------	----------	--

STRAND / TOPIC / STANDARD **Language Standards**

TOPIC / INDICATOR		Vocabulary Acquisition and Use
-------------------	--	--------------------------------

INDICATOR / PROFICIENCY LEVEL	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.
-------------------------------	--------	--

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

Maryland College and Career-Ready Standards

Language Arts

Grade 6 - Adopted: 2022

STRAND / TOPIC / STANDARD **Writing Standards**

TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	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.

OBJECTIVE	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.
-----------	----------	--

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

OBJECTIVE	W.6.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
-----------	----------	--

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

OBJECTIVE	W.6.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.6.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

OBJECTIVE	W.6.3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Production and Distribution of Writing

INDICATOR / PROFICIENCY LEVEL	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.)
-------------------------------------	--------	--

INDICATOR / PROFICIENCY LEVEL	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.)
STRAND / TOPIC / STANDARD		Writing Standards

TOPIC / INDICATOR		Range of Writing
------------------------------	--	-------------------------

INDICATOR / PROFICIENCY LEVEL	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.
-------------------------------------	---------	---

STRAND / TOPIC / STANDARD		Speaking and Listening Standards
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	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.

OBJECTIVE	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.
-----------	-----------	---

OBJECTIVE	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
-----------	-----------	--

OBJECTIVE	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.
OBJECTIVE	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

**STRAND /
TOPIC /
STANDARD**

Language Standards

TOPIC / INDICATOR		Contents of Standard English
INDICATOR / PROFICIENCY LEVEL	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

**STRAND /
TOPIC /
STANDARD**

Language Standards

TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

OBJECTIVE	L.6.3.a.	Vary sentence patterns for meaning, reader/listener interest, and style.
-----------	----------	--

**STRAND /
TOPIC /
STANDARD**

Language Standards

TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	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.

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

Maryland College and Career-Ready Standards

Language Arts

Grade 6 - Adopted: 2022

**STRAND /
TOPIC /
STANDARD**

Reading Literature Standards

TOPIC / INDICATOR		Key Ideas and Details
----------------------	--	-----------------------

INDICATOR / PROFICIENCY LEVEL	RL.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STRAND / TOPIC / STANDARD		Reading Informational Text
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATOR / PROFICIENCY LEVEL	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
INDICATOR / PROFICIENCY LEVEL	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
STRAND / TOPIC / STANDARD		Reading Informational Text
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	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.
OBJECTIVE	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.
OBJECTIVE	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
OBJECTIVE	W.6.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
OBJECTIVE	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
OBJECTIVE	W.6.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.

**STRAND /
TOPIC /
STANDARD****Writing Standards**

TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.6.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
OBJECTIVE	W.6.3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

**STRAND /
TOPIC /
STANDARD****Writing Standards**

TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	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.)
INDICATOR / PROFICIENCY LEVEL	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.)

**STRAND /
TOPIC /
STANDARD****Writing Standards**

TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	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.

**STRAND /
TOPIC /
STANDARD****Speaking and Listening Standards**

TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	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.
OBJECTIVE	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.
OBJECTIVE	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
OBJECTIVE	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.

OBJECTIVE	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
STRAND / TOPIC / STANDARD		
TOPIC / INDICATOR		Contents of Standard English
INDICATOR / PROFICIENCY LEVEL	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
OBJECTIVE	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.
STRAND / TOPIC / STANDARD		
TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
OBJECTIVE	L.6.3.a.	Vary sentence patterns for meaning, reader/listener interest, and style.
STRAND / TOPIC / STANDARD		
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	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.
OBJECTIVE	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.
OBJECTIVE	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 in a dictionary).
STRAND / TOPIC / STANDARD		
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	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.

Maryland College and Career-Ready Standards

Language Arts

Grade 6 - Adopted: 2022

STRAND / TOPIC / STANDARD

Reading Literature Standards

TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

STRAND / TOPIC / STANDARD

Reading Informational Text

TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATOR / PROFICIENCY LEVEL	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
INDICATOR / PROFICIENCY LEVEL	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

STRAND / TOPIC / STANDARD

Reading Informational Text

TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

STRAND / TOPIC / STANDARD

Reading Informational Text

TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	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.

STRAND / TOPIC / STANDARD

Writing Standards

TOPIC / INDICATOR		Text Types and Purposes
----------------------	--	-------------------------

INDICATOR / PROFICIENCY LEVEL	W.6.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
OBJECTIVE	W.6.3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
STRAND / TOPIC / STANDARD	Writing Standards	
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	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.)
INDICATOR / PROFICIENCY LEVEL	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.)
STRAND / TOPIC / STANDARD	Writing Standards	
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
INDICATOR / PROFICIENCY LEVEL	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.
STRAND / TOPIC / STANDARD	Writing Standards	
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	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.
STRAND / TOPIC / STANDARD	Speaking and Listening Standards	
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	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.
OBJECTIVE	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.

OBJECTIVE	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
OBJECTIVE	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
STRAND / TOPIC / STANDARD	Language Standards	
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	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.

OBJECTIVE	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.
-----------	----------	---

OBJECTIVE	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 in a dictionary).
-----------	----------	---

STRAND / TOPIC / STANDARD	Language Standards	
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	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.

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

Maryland College and Career-Ready Standards

Language Arts

Grade 6 - Adopted: 2022

STRAND / TOPIC / STANDARD	Writing Standards	
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	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.
OBJECTIVE	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.
OBJECTIVE	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
OBJECTIVE	W.6.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.

OBJECTIVE	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
OBJECTIVE	W.6.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.
STRAND / TOPIC / STANDARD	Writing Standards	
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.6.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
OBJECTIVE	W.6.3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
STRAND / TOPIC / STANDARD	Writing Standards	
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	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.)
INDICATOR / PROFICIENCY LEVEL	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.)
STRAND / TOPIC / STANDARD	Writing Standards	
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	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.
STRAND / TOPIC / STANDARD	Speaking and Listening Standards	
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	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.
OBJECTIVE	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.
OBJECTIVE	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

OBJECTIVE	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.
OBJECTIVE	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

**STRAND /
TOPIC /
STANDARD**

Language Standards

TOPIC / INDICATOR		Contents of Standard English
INDICATOR / PROFICIENCY LEVEL	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

**STRAND /
TOPIC /
STANDARD**

Language Standards

TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

OBJECTIVE	L.6.3.a.	Vary sentence patterns for meaning, reader/listener interest, and style.
-----------	----------	--

**STRAND /
TOPIC /
STANDARD**

Language Standards

TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	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.

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

Maryland College and Career-Ready Standards

Language Arts

Grade 6 - Adopted: 2022

**STRAND /
TOPIC /
STANDARD**

Reading Literature Standards

TOPIC / INDICATOR		Key Ideas and Details
----------------------	--	-----------------------

INDICATOR / PROFICIENCY LEVEL	RL.6.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
INDICATOR / PROFICIENCY LEVEL	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.
STRAND / TOPIC / STANDARD	Reading Literature Standards	
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	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.
STRAND / TOPIC / STANDARD	Reading Literature Standards	
TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	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.
STRAND / TOPIC / STANDARD	Writing Standards	
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	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.
OBJECTIVE	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.
OBJECTIVE	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
OBJECTIVE	W.6.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
OBJECTIVE	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
OBJECTIVE	W.6.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.
STRAND / TOPIC / STANDARD	Writing Standards	

TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.6.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

OBJECTIVE	W.6.3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
-----------	----------	---

**STRAND /
TOPIC /
STANDARD**

Writing Standards

TOPIC / INDICATOR		Production and Distribution of Writing
-------------------	--	--

INDICATOR / PROFICIENCY LEVEL	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.)
-------------------------------	--------	--

INDICATOR / PROFICIENCY LEVEL	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.)
-------------------------------	--------	---

**STRAND /
TOPIC /
STANDARD**

Writing Standards

TOPIC / INDICATOR		Range of Writing
-------------------	--	------------------

INDICATOR / PROFICIENCY LEVEL	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.
-------------------------------	---------	---

**STRAND /
TOPIC /
STANDARD**

Speaking and Listening Standards

TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	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.

OBJECTIVE	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.
-----------	-----------	---

OBJECTIVE	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
-----------	-----------	--

OBJECTIVE	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
-----------	-----------	--

**STRAND /
TOPIC /
STANDARD**

Language Standards

TOPIC / INDICATOR		Contents of Standard English
-------------------	--	------------------------------

INDICATOR / PROFICIENCY LEVEL	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
-------------------------------	--------	--

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

OBJECTIVE	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.
-----------	----------	---

STRAND / TOPIC / STANDARD **Language Standards**

TOPIC / INDICATOR		Knowledge of Language
-------------------	--	-----------------------

INDICATOR / PROFICIENCY LEVEL	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
-------------------------------	--------	--

OBJECTIVE	L.6.3.a.	Vary sentence patterns for meaning, reader/listener interest, and style.
-----------	----------	--

STRAND / TOPIC / STANDARD **Language Standards**

TOPIC / INDICATOR		Vocabulary Acquisition and Use
-------------------	--	--------------------------------

INDICATOR / PROFICIENCY LEVEL	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.
-------------------------------	--------	--

OBJECTIVE	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.
-----------	----------	---

OBJECTIVE	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 in a dictionary).
-----------	----------	---

STRAND / TOPIC / STANDARD **Language Standards**

TOPIC / INDICATOR		Vocabulary Acquisition and Use
-------------------	--	--------------------------------

INDICATOR / PROFICIENCY LEVEL	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.
-------------------------------	--------	--

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

Maryland College and Career-Ready Standards

Language Arts

Grade 6 - Adopted: 2022

STRAND / TOPIC / STANDARD **Reading Literature Standards**

TOPIC / INDICATOR		Key Ideas and Details
-------------------	--	-----------------------

INDICATOR / PROFICIENCY LEVEL	RL.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATOR / PROFICIENCY LEVEL	RL.6.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
STRAND / TOPIC / STANDARD	Reading Literature Standards	
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	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.
STRAND / TOPIC / STANDARD	Reading Informational Text	
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATOR / PROFICIENCY LEVEL	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
INDICATOR / PROFICIENCY LEVEL	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
STRAND / TOPIC / STANDARD	Reading Informational Text	
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
STRAND / TOPIC / STANDARD	Writing Standards	
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	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.

OBJECTIVE	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.
OBJECTIVE	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
OBJECTIVE	W.6.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
OBJECTIVE	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
OBJECTIVE	W.6.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.

**STRAND /
TOPIC /
STANDARD**

Writing Standards

TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.6.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

OBJECTIVE	W.6.3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
-----------	----------	---

**STRAND /
TOPIC /
STANDARD**

Writing Standards

TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	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.)
INDICATOR / PROFICIENCY LEVEL	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.)

**STRAND /
TOPIC /
STANDARD**

Writing Standards

TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	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.

**STRAND /
TOPIC /
STANDARD**

Writing Standards

TOPIC / INDICATOR		Range of Writing
----------------------	--	------------------

INDICATOR / PROFICIENCY LEVEL	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.
STRAND / TOPIC / STANDARD	Speaking and Listening Standards	
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	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.
OBJECTIVE	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.
OBJECTIVE	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
OBJECTIVE	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
STRAND / TOPIC / STANDARD	Language Standards	
TOPIC / INDICATOR		Contents of Standard English
INDICATOR / PROFICIENCY LEVEL	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
OBJECTIVE	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.
STRAND / TOPIC / STANDARD	Language Standards	
TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
OBJECTIVE	L.6.3.a.	Vary sentence patterns for meaning, reader/listener interest, and style.
STRAND / TOPIC / STANDARD	Language Standards	
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	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.

OBJECTIVE	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.
OBJECTIVE	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 in a dictionary).
STRAND / TOPIC / STANDARD	Language Standards	
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	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.

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

Maryland College and Career-Ready Standards

Language Arts

Grade 6 - Adopted: 2022

STRAND / TOPIC / STANDARD	Reading Literature Standards	
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL.6.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
INDICATOR / PROFICIENCY LEVEL	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.
STRAND / TOPIC / STANDARD	Reading Literature Standards	
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	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.
STRAND / TOPIC / STANDARD	Reading Literature Standards	
TOPIC / INDICATOR		Range of Reading and Level of Text Complexity

INDICATOR / PROFICIENCY LEVEL	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.
STRAND / TOPIC / STANDARD		
Writing Standards		
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	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.
OBJECTIVE	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.
OBJECTIVE	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
OBJECTIVE	W.6.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
OBJECTIVE	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
OBJECTIVE	W.6.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.
STRAND / TOPIC / STANDARD		
Writing Standards		
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.6.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
OBJECTIVE	W.6.3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
STRAND / TOPIC / STANDARD		
Writing Standards		
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	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.)
INDICATOR / PROFICIENCY LEVEL	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.)

**STRAND /
TOPIC /
STANDARD**

Writing Standards

TOPIC / INDICATOR		Research to Build and Present Knowledge
----------------------	--	---

INDICATOR /
PROFICIENCY
LEVEL

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.

**STRAND /
TOPIC /
STANDARD**

Writing Standards

TOPIC / INDICATOR		Range of Writing
----------------------	--	------------------

INDICATOR /
PROFICIENCY
LEVEL

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.

**STRAND /
TOPIC /
STANDARD**

Speaking and Listening Standards

TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	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.

OBJECTIVE

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.

OBJECTIVE

SL.6.1.b.

Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

OBJECTIVE

SL.6.1.d.

Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

**STRAND /
TOPIC /
STANDARD**

Language Standards

TOPIC / INDICATOR		Contents of Standard English
INDICATOR / PROFICIENCY LEVEL	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

OBJECTIVE

L.6.1.d.

Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

OBJECTIVE

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.

**STRAND /
TOPIC /
STANDARD**

Language Standards

TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

OBJECTIVE L.6.3.a. Vary sentence patterns for meaning, reader/listener interest, and style.

STRAND / TOPIC / STANDARD **Language Standards**

TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	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.

OBJECTIVE 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.

OBJECTIVE 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 in a dictionary).

STRAND / TOPIC / STANDARD **Language Standards**

TOPIC / INDICATOR		Vocabulary Acquisition and Use
-------------------	--	--------------------------------

INDICATOR / PROFICIENCY LEVEL 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.

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

Maryland College and Career-Ready Standards

Language Arts

Grade 6 - Adopted: 2022

STRAND / TOPIC / STANDARD **Reading Literature Standards**

TOPIC / INDICATOR		Key Ideas and Details
-------------------	--	-----------------------

INDICATOR / PROFICIENCY LEVEL RL.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

INDICATOR / PROFICIENCY LEVEL RL.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

STRAND / TOPIC / STANDARD **Reading Literature Standards**

TOPIC / INDICATOR		Craft and Structure
-------------------	--	---------------------

INDICATOR /
PROFICIENCY
LEVEL

RI.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.

**STRAND /
TOPIC /
STANDARD**

Reading Informational Text

TOPIC / INDICATOR		Key Ideas and Details
-------------------	--	-----------------------

INDICATOR /
PROFICIENCY
LEVEL

RI.6.1.

Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

INDICATOR /
PROFICIENCY
LEVEL

RI.6.2.

Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

INDICATOR /
PROFICIENCY
LEVEL

RI.6.3.

Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

**STRAND /
TOPIC /
STANDARD**

Reading Informational Text

TOPIC / INDICATOR		Craft and Structure
-------------------	--	---------------------

INDICATOR /
PROFICIENCY
LEVEL

RI.6.4.

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

**STRAND /
TOPIC /
STANDARD**

Writing Standards

TOPIC / INDICATOR		Text Types and Purposes
-------------------	--	-------------------------

INDICATOR /
PROFICIENCY
LEVEL

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.

OBJECTIVE

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.

OBJECTIVE

W.6.2.b.

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

OBJECTIVE

W.6.2.c.

Use appropriate transitions to clarify the relationships among ideas and concepts.

OBJECTIVE

W.6.2.d.

Use precise language and domain-specific vocabulary to inform about or explain the topic.

OBJECTIVE	W.6.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.6.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
OBJECTIVE	W.6.3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	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.)
INDICATOR / PROFICIENCY LEVEL	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.)
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	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.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	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.
STRAND / TOPIC / STANDARD		Speaking and Listening Standards
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	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.

OBJECTIVE	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.
OBJECTIVE	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
OBJECTIVE	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
STRAND / TOPIC / STANDARD Language Standards		
TOPIC / INDICATOR		Contents of Standard English
INDICATOR / PROFICIENCY LEVEL	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
OBJECTIVE	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.
STRAND / TOPIC / STANDARD Language Standards		
TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
OBJECTIVE	L.6.3.a.	Vary sentence patterns for meaning, reader/listener interest, and style.
STRAND / TOPIC / STANDARD Language Standards		
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	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.
OBJECTIVE	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.
OBJECTIVE	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 in a dictionary).
STRAND / TOPIC / STANDARD Language Standards		
TOPIC / INDICATOR		Vocabulary Acquisition and Use

INDICATOR / PROFICIENCY LEVEL	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.
-------------------------------------	--------	--