

Main Criteria: Investigations in Writing

Secondary Criteria: Michigan Academic Standards

Subject: Language Arts

Grade: 6

Investigations in Writing

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

Michigan Academic Standards

Language Arts

Grade 6 - Adopted: 2010

| STRAND / STANDARD CATEGORY | MI.CC.RI. 6. | Reading Standards for Informational Text |
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| STANDARD | Key Ideas and Details | |
| GRADE LEVEL EXPECTATION | RI.6.1. | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| GRADE LEVEL EXPECTATION | 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. |
| GRADE LEVEL EXPECTATION | 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 / STANDARD CATEGORY | MI.CC.RI. 6. | Reading Standards for Informational Text |
| STANDARD | Craft and Structure | |
| GRADE LEVEL EXPECTATION | RI.6.4. | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings |
| STRAND / STANDARD CATEGORY | MI.CC.RI. 6. | Reading Standards for Informational Text |
| STANDARD | Integration of Knowledge and Ideas | |
| GRADE LEVEL EXPECTATION | 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 / STANDARD CATEGORY | MI.CC.W. 6. | Writing Standards |
| STANDARD | Production and Distribution of Writing | |
| GRADE LEVEL EXPECTATION | 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.) |

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| GRADE LEVEL EXPECTATION | 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. |
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| STRAND / STANDARD CATEGORY | MI.CC.W. 6. | Writing Standards |
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| STANDARD | | Research to Build and Present Knowledge |
| GRADE LEVEL EXPECTATION | W.6.9. | Draw evidence from literary or informational texts to support analysis, reflection, and research. |

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| EXPECTATION | W.6.9(b) | Apply grade 6 reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not"). |
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| STRAND / STANDARD CATEGORY | MI.CC.SL. 6. | Speaking and Listening Standards |
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| STANDARD | | Comprehension and Collaboration |
| GRADE LEVEL EXPECTATION | 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. |

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| EXPECTATION | SL.6.1(a) | Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. |
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| EXPECTATION | SL.6.1(b) | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. |
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| EXPECTATION | SL.6.1(c) | Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. |
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| EXPECTATION | SL.6.1(d) | Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. |
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| STRAND / STANDARD CATEGORY | MI.CC.SL. 6. | Speaking and Listening Standards |
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| STANDARD | | Presentation of Knowledge and Ideas |
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| GRADE LEVEL EXPECTATION | 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. |
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| STRAND / STANDARD CATEGORY | MI.CC.L.6 | Language Standards |
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| STANDARD | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXPECTATION | 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. |

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| EXPECTATION | L.6.4(a) | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
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| EXPECTATION | L.6.4(d) | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |
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| STRAND / STANDARD CATEGORY | MI.CC.L.6 Language Standards |
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| STANDARD | Vocabulary Acquisition and Use |
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| GRADE LEVEL EXPECTATION | 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. |
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Lesson 02: Unit 2: Writing from Notes, p. 19-28

Michigan Academic Standards

Language Arts

Grade 6 - Adopted: 2010

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| STRAND / STANDARD CATEGORY | MI.CC.RI. 6. Reading Standards for Informational Text |
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| STANDARD | Key Ideas and Details |
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| GRADE LEVEL EXPECTATION | RI.6.1. | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
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| GRADE LEVEL EXPECTATION | 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. |
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| GRADE LEVEL EXPECTATION | 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). |
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| STRAND / STANDARD CATEGORY | MI.CC.RI. 6. Reading Standards for Informational Text |
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| STANDARD | Craft and Structure |
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| GRADE LEVEL EXPECTATION | RI.6.4. | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings |
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| STRAND / STANDARD CATEGORY | MI.CC.RI. 6. Reading Standards for Informational Text |
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| STANDARD | Integration of Knowledge and Ideas |
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| GRADE LEVEL EXPECTATION | 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. |
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| STRAND / STANDARD CATEGORY | MI.CC.W. 6. Writing Standards |
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| STANDARD | Text Types and Purposes |
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| GRADE LEVEL EXPECTATION | 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. |
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| EXPECTATION | W.6.2(a) | Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| EXPECTATION | W.6.2(b) | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |
| EXPECTATION | W.6.2(c) | Use appropriate transitions to clarify the relationships among ideas and concepts. |
| EXPECTATION | W.6.2(d) | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| EXPECTATION | W.6.2(f) | Provide a concluding statement or section that follows from the information or explanation presented. |
| STRAND / STANDARD CATEGORY | MI.CC.W. 6. | Writing Standards |
| STANDARD | | Production and Distribution of Writing |
| GRADE LEVEL EXPECTATION | 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.) |
| GRADE LEVEL EXPECTATION | 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. |
| STRAND / STANDARD CATEGORY | MI.CC.W. 6. | Speaking and Listening Standards |
| STANDARD | | Range of Writing |
| GRADE LEVEL EXPECTATION | 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 / STANDARD CATEGORY | MI.CC.SL. 6. | Speaking and Listening Standards |
| STANDARD | | Comprehension and Collaboration |
| GRADE LEVEL EXPECTATION | 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. |
| EXPECTATION | SL.6.1(a) | Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. |
| EXPECTATION | SL.6.1(b) | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. |

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| EXPECTATION | SL.6.1(c) | Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. |
| EXPECTATION | SL.6.1(d) | Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. |

STRAND / STANDARD CATEGORY **MI.CC.SL. 6. Speaking and Listening Standards**

| STANDARD | Presentation of Knowledge and Ideas | |
|-------------------------|-------------------------------------|---|
| GRADE LEVEL EXPECTATION | 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 / STANDARD CATEGORY **MI.CC.L.6. Language Standards**

| STANDARD | Conventions of Standard English | |
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| GRADE LEVEL EXPECTATION | L.6.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| EXPECTATION | L.6.1(d) | Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). |
| EXPECTATION | L.6.1(e) | Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. |

STRAND / STANDARD CATEGORY **MI.CC.L.6. Language Standards**

| STANDARD | Vocabulary Acquisition and Use | |
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| GRADE LEVEL EXPECTATION | 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. |
| EXPECTATION | L.6.4(a) | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
| EXPECTATION | L.6.4(d) | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |

STRAND / STANDARD CATEGORY **MI.CC.L.6. Language Standards**

| STANDARD | Vocabulary Acquisition and Use | |
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| GRADE LEVEL EXPECTATION | 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

Michigan Academic Standards

Language Arts

| STRAND / STANDARD CATEGORY | MI.CC.RI. 6. | Reading Standards for Informational Text |
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| STANDARD | Key Ideas and Details | |
| GRADE LEVEL EXPECTATION | RI.6.1. | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| GRADE LEVEL EXPECTATION | 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. |
| GRADE LEVEL EXPECTATION | 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 / STANDARD CATEGORY | MI.CC.RI. 6. | Reading Standards for Informational Text |
| STANDARD | Craft and Structure | |
| GRADE LEVEL EXPECTATION | RI.6.4. | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings |
| STRAND / STANDARD CATEGORY | MI.CC.RI. 6. | Reading Standards for Informational Text |
| STANDARD | Integration of Knowledge and Ideas | |
| GRADE LEVEL EXPECTATION | 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 / STANDARD CATEGORY | MI.CC.W. 6. | Writing Standards |
| STANDARD | Text Types and Purposes | |
| GRADE LEVEL EXPECTATION | 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. |
| EXPECTATION | W.6.2(a) | Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| EXPECTATION | W.6.2(b) | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |
| EXPECTATION | W.6.2(c) | Use appropriate transitions to clarify the relationships among ideas and concepts. |
| EXPECTATION | W.6.2(d) | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| EXPECTATION | W.6.2(f) | Provide a concluding statement or section that follows from the information or explanation presented. |

| STRAND / STANDARD CATEGORY | MI.CC.W. 6. Writing Standards |
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| STANDARD | Production and Distribution of Writing |
| GRADE LEVEL EXPECTATION | 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.) |
| GRADE LEVEL EXPECTATION | 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. |
| STRAND / STANDARD CATEGORY | MI.CC.W. 6. Writing Standards |
| STANDARD | Research to Build and Present Knowledge |
| GRADE LEVEL EXPECTATION | W.6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. |
| EXPECTATION | W.6.9(b) Apply grade 6 reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not"). |
| STRAND / STANDARD CATEGORY | MI.CC.W. 6. Writing Standards |
| STANDARD | Range of Writing |
| GRADE LEVEL EXPECTATION | 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 / STANDARD CATEGORY | MI.CC.SL. 6. Speaking and Listening Standards |
| STANDARD | Comprehension and Collaboration |
| GRADE LEVEL EXPECTATION | 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. |
| EXPECTATION | SL.6.1(a) Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. |
| EXPECTATION | SL.6.1(b) Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. |
| EXPECTATION | SL.6.1(c) Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. |
| EXPECTATION | SL.6.1(d) Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. |

| STRAND / STANDARD CATEGORY | MI.CC.SL. Speaking and Listening Standards 6. | |
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| STANDARD | Presentation of Knowledge and Ideas | |
| GRADE LEVEL EXPECTATION | 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 / STANDARD CATEGORY | MI.CC.L.6 Language Standards | |
| STANDARD | Conventions of Standard English | |
| GRADE LEVEL EXPECTATION | L.6.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| EXPECTATION | L.6.1(d) | Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). |
| EXPECTATION | L.6.1(e) | Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. |
| STRAND / STANDARD CATEGORY | MI.CC.L.6 Language Standards | |
| STANDARD | Vocabulary Acquisition and Use | |
| GRADE LEVEL EXPECTATION | 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. |
| EXPECTATION | L.6.4(a) | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
| EXPECTATION | L.6.4(d) | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |
| STRAND / STANDARD CATEGORY | MI.CC.L.6 Language Standards | |
| STANDARD | Vocabulary Acquisition and Use | |
| GRADE LEVEL EXPECTATION | 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 | | |
| Michigan Academic Standards | | |
| Language Arts | | |
| Grade 6 - Adopted: 2010 | | |
| STRAND / STANDARD CATEGORY | MI.CC.RI. Reading Standards for Informational Text 6. | |
| STANDARD | Key Ideas and Details | |

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| GRADE LEVEL EXPECTATION | RI.6.1. | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| GRADE LEVEL EXPECTATION | 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. |
| GRADE LEVEL EXPECTATION | 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). |

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| STRAND / STANDARD CATEGORY | MI.CC.RI. 6. | Reading Standards for Informational Text |
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| STANDARD | | Craft and Structure |
| GRADE LEVEL EXPECTATION | RI.6.4. | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings |

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| STRAND / STANDARD CATEGORY | MI.CC.RI. 6. | Reading Standards for Informational Text |
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| STANDARD | | Integration of Knowledge and Ideas |
| GRADE LEVEL EXPECTATION | 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. |

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| STRAND / STANDARD CATEGORY | MI.CC.W. 6. | Writing Standards |
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| STANDARD | | Text Types and Purposes |
| GRADE LEVEL EXPECTATION | 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. |

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| EXPECTATION | W.6.2(a) | Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
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| EXPECTATION | W.6.2(b) | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |
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| EXPECTATION | W.6.2(c) | Use appropriate transitions to clarify the relationships among ideas and concepts. |
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| EXPECTATION | W.6.2(d) | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
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| EXPECTATION | W.6.2(f) | Provide a concluding statement or section that follows from the information or explanation presented. |
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| STRAND / STANDARD CATEGORY | MI.CC.W. 6. | Writing Standards |
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| STANDARD | | Production and Distribution of Writing |
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| GRADE LEVEL EXPECTATION | 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.) |
| GRADE LEVEL EXPECTATION | 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. |
| STRAND / STANDARD CATEGORY | MI.CC.W. 6. | Writing Standards |
| STANDARD | | |
| | | Research to Build and Present Knowledge |
| GRADE LEVEL EXPECTATION | W.6.9. | Draw evidence from literary or informational texts to support analysis, reflection, and research. |
| EXPECTATION | W.6.9(b) | Apply grade 6 reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not"). |
| STRAND / STANDARD CATEGORY | MI.CC.W. 6. | Writing Standards |
| STANDARD | | |
| | | Range of Writing |
| GRADE LEVEL EXPECTATION | 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 / STANDARD CATEGORY | MI.CC.SL. 6. | Speaking and Listening Standards |
| STANDARD | | |
| | | Comprehension and Collaboration |
| GRADE LEVEL EXPECTATION | 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. |
| EXPECTATION | SL.6.1(a) | Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. |
| EXPECTATION | SL.6.1(b) | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. |
| EXPECTATION | SL.6.1(c) | Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. |
| EXPECTATION | SL.6.1(d) | Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. |
| STRAND / STANDARD CATEGORY | MI.CC.L.6 | Language Standards |
| STANDARD | | |
| | | Conventions of Standard English |
| GRADE LEVEL EXPECTATION | L.6.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |

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

STRAND / STANDARD CATEGORY MI.CC.L.6 **Language Standards**

| | | |
|-------------------------|--------|---|
| STANDARD | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXPECTATION | 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. |

| | | |
|-------------|----------|---|
| EXPECTATION | L.6.4(a) | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
| EXPECTATION | L.6.4(d) | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |

STRAND / STANDARD CATEGORY MI.CC.L.6 **Language Standards**

| | | |
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| STANDARD | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXPECTATION | 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

Michigan Academic Standards

Language Arts

Grade 6 - Adopted: 2010

STRAND / STANDARD CATEGORY MI.CC.RL .6. **Reading Standards for Literature**

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| STANDARD | | Key Ideas and Details |
| GRADE LEVEL EXPECTATION | RL.6.1. | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| GRADE LEVEL EXPECTATION | 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. |
| GRADE LEVEL EXPECTATION | 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 / STANDARD CATEGORY MI.CC.RL .6. **Reading Standards for Literature**

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| STANDARD | | Craft and Structure |
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| GRADE LEVEL EXPECTATION | 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. |
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| STRAND / STANDARD CATEGORY | MI.CC.RL .6. | Reading Standards for Literature |
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| STANDARD | | Range of Reading and Level of Text Complexity |
|-------------------------|----------|---|
| GRADE LEVEL EXPECTATION | 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. |

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| STRAND / STANDARD CATEGORY | MI.CC.W. 6. | Writing Standards |
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| STANDARD | | Production and Distribution of Writing |
|-------------------------|--------|--|
| GRADE LEVEL EXPECTATION | 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.) |

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| STRAND / STANDARD CATEGORY | MI.CC.SL. 6. | Speaking and Listening Standards |
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| STANDARD | | Comprehension and Collaboration |
|----------------------------|--------------|---|
| GRADE LEVEL EXPECTATION | 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. |
| EXPECTATION | SL.6.1(a) | Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. |
| EXPECTATION | SL.6.1(b) | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. |
| EXPECTATION | SL.6.1(c) | Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. |
| EXPECTATION | SL.6.1(d) | Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. |
| STRAND / STANDARD CATEGORY | MI.CC.SL. 6. | Speaking and Listening Standards |
| STANDARD | | Presentation of Knowledge and Ideas |
| GRADE LEVEL EXPECTATION | 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 / STANDARD CATEGORY | MI.CC.L.6 | Language Standards |

| | | |
|--------------------------------|--------|--|
| STANDARD | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXPECTATION | 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. |

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| EXPECTATION | L.6.4(a) | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
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| EXPECTATION | L.6.4(d) | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |
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| STRAND / STANDARD CATEGORY | MI.CC.L.6 | Language Standards |
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| STANDARD | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXPECTATION | 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

Michigan Academic Standards

Language Arts

Grade 6 - Adopted: 2010

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| STRAND / STANDARD CATEGORY | MI.CC.RL .6. | Reading Standards for Literature |
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| STANDARD | | Key Ideas and Details |
| GRADE LEVEL EXPECTATION | RL.6.1. | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| GRADE LEVEL EXPECTATION | 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. |
| GRADE LEVEL EXPECTATION | 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. |

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| STRAND / STANDARD CATEGORY | MI.CC.RL .6. | Reading Standards for Literature |
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| STANDARD | | Craft and Structure |
| GRADE LEVEL EXPECTATION | 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. |

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| STRAND / STANDARD CATEGORY | MI.CC.RL .6. | Reading Standards for Literature |
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| STANDARD | | Range of Reading and Level of Text Complexity |
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|-------------------------|----------|---|
| GRADE LEVEL EXPECTATION | 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. |
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| STRAND / STANDARD CATEGORY | MI.CC.W. 6. | Writing Standards |
|----------------------------|-------------|--------------------------|

| STANDARD | | Text Types and Purposes |
|-------------------------|--------|---|
| GRADE LEVEL EXPECTATION | W.6.3. | Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. |

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

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| STRAND / STANDARD CATEGORY | MI.CC.W. 6. | Writing Standards |
|----------------------------|-------------|--------------------------|

| STANDARD | | Production and Distribution of Writing |
|-------------------------|--------|--|
| GRADE LEVEL EXPECTATION | 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.) |
| GRADE LEVEL EXPECTATION | 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. |

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| STRAND / STANDARD CATEGORY | MI.CC.W. 6. | Writing Standards |
|----------------------------|-------------|--------------------------|

| STANDARD | | Range of Writing |
|-------------------------|---------|---|
| GRADE LEVEL EXPECTATION | 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. |

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| STRAND / STANDARD CATEGORY | MI.CC.SL. 6. | Speaking and Listening Standards |
|----------------------------|--------------|---|

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

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| EXPECTATION | SL.6.1(b) | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. |
| EXPECTATION | SL.6.1(c) | Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. |
| EXPECTATION | SL.6.1(d) | Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. |

STRAND / STANDARD CATEGORY MI.CC.L.6 **Language Standards**

| | | |
|-------------------------|----------|---|
| STANDARD | | Conventions of Standard English |
| GRADE LEVEL EXPECTATION | L.6.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| EXPECTATION | L.6.1(d) | Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). |
| EXPECTATION | L.6.1(e) | Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. |

STRAND / STANDARD CATEGORY MI.CC.L.6 **Language Standards**

| | | |
|-------------------------|----------|---|
| STANDARD | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXPECTATION | 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. |
| EXPECTATION | L.6.4(a) | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
| EXPECTATION | 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. |
| EXPECTATION | L.6.4(d) | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |

STRAND / STANDARD CATEGORY MI.CC.L.6 **Language Standards**

| | | |
|-------------------------|--------|--|
| STANDARD | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXPECTATION | 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

Michigan Academic Standards

Language Arts

Grade 6 - Adopted: 2010

| STRAND / STANDARD CATEGORY | MI.CC.RL .6. | Reading Standards for Literature |
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| STANDARD | | Key Ideas and Details |
|-------------------------|---------|--|
| GRADE LEVEL EXPECTATION | RL.6.1. | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| GRADE LEVEL EXPECTATION | 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. |
| GRADE LEVEL EXPECTATION | 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 / STANDARD CATEGORY | MI.CC.RL .6. | Reading Standards for Literature |
|-----------------------------------|---------------------|---|
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| STANDARD | | Craft and Structure |
|----------------------------|--------------|---|
| GRADE LEVEL EXPECTATION | 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 / STANDARD CATEGORY | MI.CC.RL .6. | Reading Standards for Literature |

| STANDARD | | Range of Reading and Level of Text Complexity |
|----------------------------|-------------|---|
| GRADE LEVEL EXPECTATION | 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 / STANDARD CATEGORY | MI.CC.W. 6. | Writing Standards |

| STANDARD | | Text Types and Purposes |
|----------------------------|-------------|---|
| GRADE LEVEL EXPECTATION | W.6.3. | Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. |
| EXPECTATION | W.6.3(a) | Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. |
| EXPECTATION | W.6.3(c) | Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. |
| EXPECTATION | W.6.3(d) | Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. |
| EXPECTATION | W.6.3(e) | Provide a conclusion that follows from the narrated experiences or events. |
| STRAND / STANDARD CATEGORY | MI.CC.W. 6. | Writing Standards |
| STANDARD | | Production and Distribution of Writing |

| | | |
|--|---------------------|---|
| GRADE LEVEL EXPECTATION | 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.) |
| GRADE LEVEL EXPECTATION | 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. |
| STRAND / STANDARD CATEGORY | MI.CC.W. 6. | Writing Standards |
| STANDARD | | |
| GRADE LEVEL EXPECTATION | 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 / STANDARD CATEGORY | MI.CC.SL. 6. | Speaking and Listening Standards |
| STANDARD | | |
| Comprehension and Collaboration | | |
| GRADE LEVEL EXPECTATION | 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. |
| EXPECTATION | SL.6.1(a) | Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. |
| EXPECTATION | SL.6.1(b) | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. |
| EXPECTATION | SL.6.1(c) | Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. |
| EXPECTATION | SL.6.1(d) | Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. |
| STRAND / STANDARD CATEGORY | MI.CC.L.6 | Language Standards |
| STANDARD | | |
| Conventions of Standard English | | |
| GRADE LEVEL EXPECTATION | L.6.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| EXPECTATION | L.6.1(d) | Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). |
| EXPECTATION | L.6.1(e) | Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. |
| STRAND / STANDARD CATEGORY | MI.CC.L.6 | Language Standards |
| STANDARD | | |
| Vocabulary Acquisition and Use | | |

| GRADE LEVEL EXPECTATION | 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. |
|-------------------------|----------|---|
| EXPECTATION | L.6.4(a) | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
| EXPECTATION | 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. |
| EXPECTATION | L.6.4(d) | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |

STRAND / STANDARD CATEGORY MI.CC.L.6 **Language Standards**

| STANDARD | | Vocabulary Acquisition and Use |
|-------------------------|--------|--|
| GRADE LEVEL EXPECTATION | 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

Michigan Academic Standards

Language Arts

Grade 6 - Adopted: 2010

STRAND / STANDARD CATEGORY MI.CC.RL .6. **Reading Standards for Literature**

| STANDARD | | Key Ideas and Details |
|-------------------------|---------|--|
| GRADE LEVEL EXPECTATION | RL.6.1. | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| GRADE LEVEL EXPECTATION | 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. |
| GRADE LEVEL EXPECTATION | 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 / STANDARD CATEGORY MI.CC.RL .6. **Reading Standards for Literature**

| STANDARD | | Craft and Structure |
|-------------------------|---------|---|
| GRADE LEVEL EXPECTATION | 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 / STANDARD CATEGORY MI.CC.RL .6. **Reading Standards for Literature**

| STANDARD | | Range of Reading and Level of Text Complexity |
|----------|--|---|
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| GRADE LEVEL EXPECTATION | 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. |
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| STRAND / STANDARD CATEGORY | MI.CC.W. 6. | Writing Standards |
|----------------------------|-------------|--------------------------|

| STANDARD | | Text Types and Purposes |
|-------------------------|--------|---|
| GRADE LEVEL EXPECTATION | W.6.3. | Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. |

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

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| STRAND / STANDARD CATEGORY | MI.CC.W. 6. | Writing Standards |
|----------------------------|-------------|--------------------------|

| STANDARD | | Production and Distribution of Writing |
|-------------------------|--------|--|
| GRADE LEVEL EXPECTATION | 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.) |
| GRADE LEVEL EXPECTATION | 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. |

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| STRAND / STANDARD CATEGORY | MI.CC.W. 6. | Writing Standards |
|----------------------------|-------------|--------------------------|

| STANDARD | | Range of Writing |
|-------------------------|---------|---|
| GRADE LEVEL EXPECTATION | 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. |

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| STRAND / STANDARD CATEGORY | MI.CC.SL. 6. | Speaking and Listening Standards |
|----------------------------|--------------|---|

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

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|-------------|-----------|--|
| EXPECTATION | SL.6.1(b) | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. |
| EXPECTATION | SL.6.1(c) | Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. |
| EXPECTATION | SL.6.1(d) | Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. |

STRAND / STANDARD CATEGORY MI.CC.L.6 **Language Standards**

| | | |
|-------------------------|----------|---|
| STANDARD | | Conventions of Standard English |
| GRADE LEVEL EXPECTATION | L.6.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| EXPECTATION | L.6.1(d) | Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). |
| EXPECTATION | L.6.1(e) | Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. |

STRAND / STANDARD CATEGORY MI.CC.L.6 **Language Standards**

| | | |
|-------------------------|----------|---|
| STANDARD | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXPECTATION | 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. |
| EXPECTATION | L.6.4(a) | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
| EXPECTATION | 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. |
| EXPECTATION | L.6.4(d) | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |

STRAND / STANDARD CATEGORY MI.CC.L.6 **Language Standards**

| | | |
|-------------------------|--------|--|
| STANDARD | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXPECTATION | 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

Michigan Academic Standards

Language Arts

Grade 6 - Adopted: 2010

| STRAND / STANDARD CATEGORY | MI.CC.RI. 6. | Reading Standards for Informational Text |
|----------------------------|------------------------------------|---|
| STANDARD | Key Ideas and Details | |
| GRADE LEVEL EXPECTATION | RI.6.1. | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| GRADE LEVEL EXPECTATION | 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. |
| GRADE LEVEL EXPECTATION | 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 / STANDARD CATEGORY | MI.CC.RI. 6. | Reading Standards for Informational Text |
| STANDARD | Craft and Structure | |
| GRADE LEVEL EXPECTATION | RI.6.4. | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings |
| STRAND / STANDARD CATEGORY | MI.CC.RI. 6. | Reading Standards for Informational Text |
| STANDARD | Integration of Knowledge and Ideas | |
| GRADE LEVEL EXPECTATION | 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 / STANDARD CATEGORY | MI.CC.W. 6. | Writing Standards |
| STANDARD | Text Types and Purposes | |
| GRADE LEVEL EXPECTATION | 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. |
| EXPECTATION | W.6.2(a) | Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| EXPECTATION | W.6.2(b) | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |
| EXPECTATION | W.6.2(c) | Use appropriate transitions to clarify the relationships among ideas and concepts. |
| EXPECTATION | W.6.2(d) | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| EXPECTATION | W.6.2(f) | Provide a concluding statement or section that follows from the information or explanation presented. |

| STRAND / STANDARD CATEGORY | MI.CC.W. 6. Writing Standards |
|----------------------------|---|
| STANDARD | Production and Distribution of Writing |
| GRADE LEVEL EXPECTATION | 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.) |
| GRADE LEVEL EXPECTATION | 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. |
| STRAND / STANDARD CATEGORY | MI.CC.W. 6. Writing Standards |
| STANDARD | Research to Build and Present Knowledge |
| GRADE LEVEL EXPECTATION | W.6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. |
| EXPECTATION | W.6.9(b) Apply grade 6 reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not'). |
| STRAND / STANDARD CATEGORY | MI.CC.W. 6. Writing Standards |
| STANDARD | Range of Writing |
| GRADE LEVEL EXPECTATION | 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 / STANDARD CATEGORY | MI.CC.SL. 6. Speaking and Listening Standards |
| STANDARD | Comprehension and Collaboration |
| GRADE LEVEL EXPECTATION | 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. |
| EXPECTATION | SL.6.1(a) Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. |
| EXPECTATION | SL.6.1(b) Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. |
| EXPECTATION | SL.6.1(c) Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. |
| EXPECTATION | SL.6.1(d) Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. |

| STRAND / STANDARD CATEGORY | MI.CC.L.6 Language Standards | |
|----------------------------|------------------------------|--|
| STANDARD | | Conventions of Standard English |
| GRADE LEVEL EXPECTATION | L.6.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |

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

| STRAND / STANDARD CATEGORY | MI.CC.L.6 Language Standards | |
|----------------------------|------------------------------|--|
| STANDARD | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXPECTATION | 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. |

| | | |
|-------------|----------|---|
| EXPECTATION | L.6.4(a) | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
| EXPECTATION | L.6.4(d) | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |

| STRAND / STANDARD CATEGORY | MI.CC.L.6 Language Standards | |
|----------------------------|------------------------------|--|
| STANDARD | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXPECTATION | 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

Michigan Academic Standards

Language Arts

Grade 6 - Adopted: 2010

| STRAND / STANDARD CATEGORY | MI.CC.RI. 6. Reading Standards for Informational Text | |
|----------------------------|---|---|
| STANDARD | | Key Ideas and Details |
| GRADE LEVEL EXPECTATION | RI.6.1. | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| GRADE LEVEL EXPECTATION | 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. |

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| GRADE LEVEL EXPECTATION | 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). |
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| STRAND / STANDARD CATEGORY | MI.CC.RI. 6. | Reading Standards for Informational Text |
|----------------------------|--------------|---|

| STANDARD | Craft and Structure | |
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|-------------------------|---------|--|
| GRADE LEVEL EXPECTATION | RI.6.4. | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings |
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| STRAND / STANDARD CATEGORY | MI.CC.RI. 6. | Reading Standards for Informational Text |
|----------------------------|--------------|---|

| STANDARD | Integration of Knowledge and Ideas | |
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|-------------------------|---------|---|
| GRADE LEVEL EXPECTATION | 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. |
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|----------------------------|-------------|--------------------------|
| STRAND / STANDARD CATEGORY | MI.CC.W. 6. | Writing Standards |
|----------------------------|-------------|--------------------------|

| STANDARD | Text Types and Purposes | |
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| GRADE LEVEL EXPECTATION | 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. |
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|-------------|----------|---|
| EXPECTATION | W.6.2(a) | Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
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|-------------|----------|--|
| EXPECTATION | W.6.2(b) | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |
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| EXPECTATION | W.6.2(c) | Use appropriate transitions to clarify the relationships among ideas and concepts. |
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| EXPECTATION | W.6.2(d) | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
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| EXPECTATION | W.6.2(f) | Provide a concluding statement or section that follows from the information or explanation presented. |
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|----------------------------|-------------|--------------------------|
| STRAND / STANDARD CATEGORY | MI.CC.W. 6. | Writing Standards |
|----------------------------|-------------|--------------------------|

| STANDARD | Production and Distribution of Writing | |
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|-------------------------|--------|--|
| GRADE LEVEL EXPECTATION | 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.) |
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| | | |
|-------------------------|--------|---|
| GRADE LEVEL EXPECTATION | 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. |
|-------------------------|--------|---|

| STRAND / STANDARD CATEGORY | MI.CC.W. 6. | Writing Standards |
|----------------------------|--------------|---|
| STANDARD | | Research to Build and Present Knowledge |
| GRADE LEVEL EXPECTATION | W.6.9. | Draw evidence from literary or informational texts to support analysis, reflection, and research. |
| EXPECTATION | W.6.9(b) | Apply grade 6 reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not"). |
| STRAND / STANDARD CATEGORY | MI.CC.W. 6. | Writing Standards |
| STANDARD | | Range of Writing |
| GRADE LEVEL EXPECTATION | 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 / STANDARD CATEGORY | MI.CC.SL. 6. | Speaking and Listening Standards |
| STANDARD | | Comprehension and Collaboration |
| GRADE LEVEL EXPECTATION | 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. |
| EXPECTATION | SL.6.1(a) | Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. |
| EXPECTATION | SL.6.1(b) | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. |
| EXPECTATION | SL.6.1(c) | Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. |
| EXPECTATION | SL.6.1(d) | Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. |
| STRAND / STANDARD CATEGORY | MI.CC.L.6 | Language Standards |
| STANDARD | | Conventions of Standard English |
| GRADE LEVEL EXPECTATION | L.6.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| EXPECTATION | L.6.1(d) | Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). |
| EXPECTATION | L.6.1(e) | Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. |

| STRAND / STANDARD CATEGORY | | | MI.CC.L.6 Language Standards | | | |
|----------------------------|----------|---|------------------------------|--|--|--|
| STANDARD | | Vocabulary Acquisition and Use | | | | |
| GRADE LEVEL EXPECTATION | 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. | | | | |
| EXPECTATION | L.6.4(a) | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. | | | | |
| EXPECTATION | 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. | | | | |
| EXPECTATION | L.6.4(d) | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). | | | | |

| STRAND / STANDARD CATEGORY | | | MI.CC.L.6 Language Standards | | | |
|----------------------------|--------|--|------------------------------|--|--|--|
| STANDARD | | Vocabulary Acquisition and Use | | | | |
| GRADE LEVEL EXPECTATION | 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

Michigan Academic Standards

Language Arts

Grade 6 - Adopted: 2010

| STRAND / STANDARD CATEGORY | | | MI.CC.RI. 6. Reading Standards for Informational Text | | | |
|----------------------------|---------|---|---|--|--|--|
| STANDARD | | Key Ideas and Details | | | | |
| GRADE LEVEL EXPECTATION | RI.6.1. | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | | | | |
| GRADE LEVEL EXPECTATION | 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. | | | | |
| GRADE LEVEL EXPECTATION | 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 / STANDARD CATEGORY | | | MI.CC.RI. 6. Reading Standards for Informational Text | | | |
|----------------------------|---------|--|---|--|--|--|
| STANDARD | | Craft and Structure | | | | |
| GRADE LEVEL EXPECTATION | RI.6.4. | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings | | | | |

| STRAND / STANDARD CATEGORY | MI.CC.RI. 6. | Reading Standards for Informational Text |
|----------------------------|---|---|
| STANDARD | Integration of Knowledge and Ideas | |
| GRADE LEVEL EXPECTATION | 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 / STANDARD CATEGORY | MI.CC.W. 6. | Writing Standards |
| STANDARD | Text Types and Purposes | |
| GRADE LEVEL EXPECTATION | 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. |
| EXPECTATION | W.6.2(a) | Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| EXPECTATION | W.6.2(b) | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |
| EXPECTATION | W.6.2(c) | Use appropriate transitions to clarify the relationships among ideas and concepts. |
| EXPECTATION | W.6.2(d) | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| EXPECTATION | W.6.2(f) | Provide a concluding statement or section that follows from the information or explanation presented. |
| STRAND / STANDARD CATEGORY | MI.CC.W. 6. | Writing Standards |
| STANDARD | Production and Distribution of Writing | |
| GRADE LEVEL EXPECTATION | 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.) |
| GRADE LEVEL EXPECTATION | 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. |
| STRAND / STANDARD CATEGORY | MI.CC.W. 6. | Writing Standards |
| STANDARD | Research to Build and Present Knowledge | |
| GRADE LEVEL EXPECTATION | W.6.9. | Draw evidence from literary or informational texts to support analysis, reflection, and research. |
| EXPECTATION | W.6.9(b) | Apply grade 6 reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not"). |

| STRAND / STANDARD CATEGORY | MI.CC.W. 6. Writing Standards |
|----------------------------|---|
| STANDARD | Range of Writing |
| GRADE LEVEL EXPECTATION | 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 / STANDARD CATEGORY | MI.CC.SL. 6. Speaking and Listening Standards |
| STANDARD | Comprehension and Collaboration |
| GRADE LEVEL EXPECTATION | 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. |
| EXPECTATION | SL.6.1(a) Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. |
| EXPECTATION | SL.6.1(b) Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. |
| EXPECTATION | SL.6.1(c) Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. |
| EXPECTATION | SL.6.1(d) Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. |
| STRAND / STANDARD CATEGORY | MI.CC.L.6 Language Standards |
| STANDARD | Conventions of Standard English |
| GRADE LEVEL EXPECTATION | L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| EXPECTATION | L.6.1(d) Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). |
| EXPECTATION | L.6.1(e) Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. |
| STRAND / STANDARD CATEGORY | MI.CC.L.6 Language Standards |
| STANDARD | Vocabulary Acquisition and Use |
| GRADE LEVEL EXPECTATION | 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. |
| EXPECTATION | L.6.4(a) Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |

| | | |
|-------------|----------|---|
| EXPECTATION | 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. |
| EXPECTATION | L.6.4(d) | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |

STRAND / STANDARD CATEGORY MI.CC.L.6 **Language Standards**

| STANDARD | Vocabulary Acquisition and Use |
|-------------------------|---|
| GRADE LEVEL EXPECTATION | 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

Michigan Academic Standards

Language Arts

Grade 6 - Adopted: 2010

STRAND / STANDARD CATEGORY MI.CC.RI. 6. **Reading Standards for Informational Text**

| STANDARD | Key Ideas and Details |
|-------------------------|---|
| GRADE LEVEL EXPECTATION | RI.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| GRADE LEVEL EXPECTATION | 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. |
| GRADE LEVEL EXPECTATION | 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 / STANDARD CATEGORY MI.CC.RI. 6. **Reading Standards for Informational Text**

| STANDARD | Craft and Structure |
|-------------------------|--|
| GRADE LEVEL EXPECTATION | RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings |

STRAND / STANDARD CATEGORY MI.CC.RI. 6. **Reading Standards for Informational Text**

| STANDARD | Integration of Knowledge and Ideas |
|-------------------------|---|
| GRADE LEVEL EXPECTATION | 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 / STANDARD CATEGORY | MI.CC.W. 6. | Writing Standards |
|----------------------------|-------------|---|
| STANDARD | | Text Types and Purposes |
| GRADE LEVEL EXPECTATION | 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. |
| EXPECTATION | W.6.2(a) | Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| EXPECTATION | W.6.2(b) | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |
| EXPECTATION | W.6.2(c) | Use appropriate transitions to clarify the relationships among ideas and concepts. |
| EXPECTATION | W.6.2(d) | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| EXPECTATION | W.6.2(f) | Provide a concluding statement or section that follows from the information or explanation presented. |
| STRAND / STANDARD CATEGORY | MI.CC.W. 6. | Writing Standards |
| STANDARD | | Production and Distribution of Writing |
| GRADE LEVEL EXPECTATION | 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.) |
| GRADE LEVEL EXPECTATION | 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. |
| STRAND / STANDARD CATEGORY | MI.CC.W. 6. | Writing Standards |
| STANDARD | | Research to Build and Present Knowledge |
| GRADE LEVEL EXPECTATION | W.6.9. | Draw evidence from literary or informational texts to support analysis, reflection, and research. |
| EXPECTATION | W.6.9(b) | Apply grade 6 reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not"). |
| STRAND / STANDARD CATEGORY | MI.CC.W. 6. | Writing Standards |
| STANDARD | | Range of Writing |
| GRADE LEVEL EXPECTATION | 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 / STANDARD CATEGORY | MI.CC.SL. Speaking and Listening Standards 6. | |
|----------------------------|--|---|
| STANDARD | Comprehension and Collaboration | |
| GRADE LEVEL EXPECTATION | 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. |
| EXPECTATION | SL.6.1(a) | Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. |
| EXPECTATION | SL.6.1(b) | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. |
| EXPECTATION | SL.6.1(c) | Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. |
| EXPECTATION | SL.6.1(d) | Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. |
| STRAND / STANDARD CATEGORY | MI.CC.L.6 Language Standards | |
| STANDARD | Conventions of Standard English | |
| GRADE LEVEL EXPECTATION | L.6.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| EXPECTATION | L.6.1(d) | Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). |
| EXPECTATION | L.6.1(e) | Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. |
| STRAND / STANDARD CATEGORY | MI.CC.L.6 Language Standards | |
| STANDARD | Knowledge of Language | |
| GRADE LEVEL EXPECTATION | L.6.3. | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| EXPECTATION | L.6.3(a) | Vary sentence patterns for meaning, reader/ listener interest, and style. |
| STRAND / STANDARD CATEGORY | MI.CC.L.6 Language Standards | |
| STANDARD | Vocabulary Acquisition and Use | |
| GRADE LEVEL EXPECTATION | 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. |
| EXPECTATION | L.6.4(a) | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |

| | | |
|-------------|----------|---|
| EXPECTATION | 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. |
| EXPECTATION | L.6.4(d) | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |

STRAND / STANDARD CATEGORY MI.CC.L.6 **Language Standards**

| STANDARD | Vocabulary Acquisition and Use |
|-------------------------|---|
| GRADE LEVEL EXPECTATION | 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

Michigan Academic Standards

Language Arts

Grade 6 - Adopted: 2010

STRAND / STANDARD CATEGORY MI.CC.W. 6. **Writing Standards**

| STANDARD | Production and Distribution of Writing |
|-------------------------|---|
| GRADE LEVEL EXPECTATION | 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 / STANDARD CATEGORY MI.CC.SL. 6. **Speaking and Listening Standards**

| STANDARD | Comprehension and Collaboration |
|-------------------------|---|
| GRADE LEVEL EXPECTATION | 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. |

| | | |
|-------------|-----------|---|
| EXPECTATION | SL.6.1(a) | Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. |
| EXPECTATION | SL.6.1(b) | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. |
| EXPECTATION | SL.6.1(c) | Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. |
| EXPECTATION | SL.6.1(d) | Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. |

| STRAND / STANDARD CATEGORY | MI.CC.SL. Speaking and Listening Standards 6. |
|----------------------------|---|
| STANDARD | Presentation of Knowledge and Ideas |
| GRADE LEVEL EXPECTATION | 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 / STANDARD CATEGORY | MI.CC.L.6 Language Standards - |
|----------------------------|---|
| STANDARD | Vocabulary Acquisition and Use |
| GRADE LEVEL EXPECTATION | 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

Michigan Academic Standards

Language Arts

Grade 6 - Adopted: 2010

| STRAND / STANDARD CATEGORY | MI.CC.W. Writing Standards 6. |
|----------------------------|--|
| STANDARD | Text Types and Purposes |
| GRADE LEVEL EXPECTATION | W.6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. |
| EXPECTATION | W.6.3(a) Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. |
| EXPECTATION | W.6.3(c) Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. |
| EXPECTATION | W.6.3(d) Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. |
| EXPECTATION | W.6.3(e) Provide a conclusion that follows from the narrated experiences or events. |

| STRAND / STANDARD CATEGORY | MI.CC.W. Writing Standards 6. |
|----------------------------|---|
| STANDARD | Production and Distribution of Writing |
| GRADE LEVEL EXPECTATION | 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.) |
| GRADE LEVEL EXPECTATION | 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. |

| STRAND / STANDARD CATEGORY | MI.CC.W. 6. | Writing Standards |
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| STANDARD | | Range of Writing |
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| GRADE LEVEL EXPECTATION | 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. |
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| STRAND / STANDARD CATEGORY | MI.CC.SL. 6. | Speaking and Listening Standards |
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| STANDARD | | Comprehension and Collaboration |
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| GRADE LEVEL EXPECTATION | 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. |
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| EXPECTATION | SL.6.1(a) | Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. |
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| EXPECTATION | SL.6.1(b) | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. |
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| EXPECTATION | SL.6.1(c) | Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. |
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| EXPECTATION | SL.6.1(d) | Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. |
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| STRAND / STANDARD CATEGORY | MI.CC.L.6 | Language Standards |
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| STANDARD | | Conventions of Standard English |
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| GRADE LEVEL EXPECTATION | L.6.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
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| EXPECTATION | L.6.1(d) | Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). |
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| EXPECTATION | L.6.1(e) | Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. |
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| STRAND / STANDARD CATEGORY | MI.CC.L.6 | Language Standards |
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| STANDARD | | Knowledge of Language |
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| GRADE LEVEL EXPECTATION | L.6.3. | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
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| EXPECTATION | L.6.3(a) | Vary sentence patterns for meaning, reader/ listener interest, and style. |
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| STRAND / STANDARD CATEGORY | MI.CC.L.6 | Language Standards |
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| STANDARD | Vocabulary Acquisition and Use | |
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| GRADE LEVEL EXPECTATION | 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. |
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Lesson 15: Unit 5 Writing from Pictures, p. 127-134

Michigan Academic Standards

Language Arts

Grade 6 - Adopted: 2010

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| STRAND / STANDARD CATEGORY | MI.CC.W. 6. | Writing Standards |
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| STANDARD | Text Types and Purposes | |
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| GRADE LEVEL EXPECTATION | W.6.3. | Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. |

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

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| STRAND / STANDARD CATEGORY | MI.CC.W. 6. | Writing Standards |
|----------------------------|-------------|-------------------|

| STANDARD | Production and Distribution of Writing | |
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| GRADE LEVEL EXPECTATION | 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.) |
| GRADE LEVEL EXPECTATION | 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. |

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| STRAND / STANDARD CATEGORY | MI.CC.W. 6. | Writing Standards |
|----------------------------|-------------|-------------------|

| STANDARD | Range of Writing | |
|-------------------------|------------------|---|
| GRADE LEVEL EXPECTATION | 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 / STANDARD CATEGORY | MI.CC.SL. Speaking and Listening Standards | |
|----------------------------|--|---|
| 6. | | |
| STANDARD | Comprehension and Collaboration | |
| GRADE LEVEL EXPECTATION | 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. |
| EXPECTATION | SL.6.1(a) | Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. |
| EXPECTATION | SL.6.1(b) | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. |
| EXPECTATION | SL.6.1(c) | Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. |
| EXPECTATION | SL.6.1(d) | Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. |
| STRAND / STANDARD CATEGORY | MI.CC.L.6 Language Standards | |
| STANDARD | Conventions of Standard English | |
| GRADE LEVEL EXPECTATION | L.6.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| EXPECTATION | L.6.1(d) | Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). |
| EXPECTATION | L.6.1(e) | Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. |
| STRAND / STANDARD CATEGORY | MI.CC.L.6 Language Standards | |
| STANDARD | Knowledge of Language | |
| GRADE LEVEL EXPECTATION | L.6.3. | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| EXPECTATION | L.6.3(a) | Vary sentence patterns for meaning, reader/ listener interest, and style. |
| STRAND / STANDARD CATEGORY | MI.CC.L.6 Language Standards | |
| STANDARD | Vocabulary Acquisition and Use | |
| GRADE LEVEL EXPECTATION | 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. |

Michigan Academic Standards

Language Arts

Grade 6 - Adopted: 2010

| STRAND / STANDARD CATEGORY | MI.CC.RI. 6. | Reading Standards for Informational Text |
|----------------------------|--|---|
| STANDARD | Key Ideas and Details | |
| GRADE LEVEL EXPECTATION | RI.6.1. | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| GRADE LEVEL EXPECTATION | 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. |
| GRADE LEVEL EXPECTATION | 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 / STANDARD CATEGORY | MI.CC.RI. 6. | Reading Standards for Informational Text |
| STANDARD | Craft and Structure | |
| GRADE LEVEL EXPECTATION | RI.6.4. | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings |
| STRAND / STANDARD CATEGORY | MI.CC.RI. 6. | Reading Standards for Informational Text |
| STANDARD | Integration of Knowledge and Ideas | |
| GRADE LEVEL EXPECTATION | 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 / STANDARD CATEGORY | MI.CC.W. 6. | Writing Standards |
| STANDARD | Text Types and Purposes | |
| GRADE LEVEL EXPECTATION | 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. |
| EXPECTATION | W.6.2(a) | Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| EXPECTATION | W.6.2(b) | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |
| STRAND / STANDARD CATEGORY | MI.CC.W. 6. | Writing Standards |
| STANDARD | Production and Distribution of Writing | |

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| GRADE LEVEL EXPECTATION | 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.) |
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| STRAND / STANDARD CATEGORY | MI.CC.W. 6. | Writing Standards |
|-----------------------------------|--------------------|--------------------------|

| STANDARD | | Research to Build and Present Knowledge |
|-------------------------|--------|---|
| GRADE LEVEL EXPECTATION | W.6.7. | Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. |

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| GRADE LEVEL EXPECTATION | 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. |
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| STRAND / STANDARD CATEGORY | MI.CC.W. 6. | Writing Standards |
|-----------------------------------|--------------------|--------------------------|

| STANDARD | | Research to Build and Present Knowledge |
|-------------------------|--------|---|
| GRADE LEVEL EXPECTATION | W.6.9. | Draw evidence from literary or informational texts to support analysis, reflection, and research. |

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| EXPECTATION | W.6.9(b) | Apply grade 6 reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not"). |
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| STRAND / STANDARD CATEGORY | MI.CC.SL. 6. | Speaking and Listening Standards |
|-----------------------------------|---------------------|---|

| STANDARD | | Comprehension and Collaboration |
|-------------------------|---------|---|
| GRADE LEVEL EXPECTATION | 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. |

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| EXPECTATION | SL.6.1(a) | Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. |
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| EXPECTATION | SL.6.1(b) | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. |
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| EXPECTATION | SL.6.1(c) | Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. |
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| EXPECTATION | SL.6.1(d) | Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. |
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| STRAND / STANDARD CATEGORY | MI.CC.L.6 | Language Standards |
|-----------------------------------|------------------|---------------------------|

| STANDARD | | Vocabulary Acquisition and Use |
|-------------------------|--------|--|
| GRADE LEVEL EXPECTATION | 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. |

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| EXPECTATION | L.6.4(a) | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
| EXPECTATION | L.6.4(d) | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |

STRAND / STANDARD CATEGORY MI.CC.L.6 **Language Standards**

| STANDARD | Vocabulary Acquisition and Use |
|-------------------------|---|
| GRADE LEVEL EXPECTATION | 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

Michigan Academic Standards

Language Arts

Grade 6 - Adopted: 2010

STRAND / STANDARD CATEGORY MI.CC.RI. 6. **Reading Standards for Informational Text**

| STANDARD | Key Ideas and Details |
|-------------------------|---|
| GRADE LEVEL EXPECTATION | RI.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| GRADE LEVEL EXPECTATION | 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. |
| GRADE LEVEL EXPECTATION | 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 / STANDARD CATEGORY MI.CC.RI. 6. **Reading Standards for Informational Text**

| STANDARD | Craft and Structure |
|-------------------------|--|
| GRADE LEVEL EXPECTATION | RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings |

STRAND / STANDARD CATEGORY MI.CC.RI. 6. **Reading Standards for Informational Text**

| STANDARD | Integration of Knowledge and Ideas |
|-------------------------|---|
| GRADE LEVEL EXPECTATION | 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 / STANDARD CATEGORY | MI.CC.W. 6. Writing Standards |
|----------------------------|--|
| STANDARD | Text Types and Purposes |
| GRADE LEVEL EXPECTATION | 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. |
| EXPECTATION | W.6.2(a) Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| EXPECTATION | W.6.2(b) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |
| EXPECTATION | W.6.2(c) Use appropriate transitions to clarify the relationships among ideas and concepts. |
| EXPECTATION | W.6.2(d) Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| EXPECTATION | W.6.2(f) Provide a concluding statement or section that follows from the information or explanation presented. |
| STRAND / STANDARD CATEGORY | MI.CC.W. 6. Writing Standards |
| STANDARD | Production and Distribution of Writing |
| GRADE LEVEL EXPECTATION | 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.) |
| GRADE LEVEL EXPECTATION | 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. |
| STRAND / STANDARD CATEGORY | MI.CC.W. 6. Writing Standards |
| STANDARD | Research to Build and Present Knowledge |
| GRADE LEVEL EXPECTATION | W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. |
| GRADE LEVEL EXPECTATION | 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 / STANDARD CATEGORY | MI.CC.W. 6. Writing Standards |
| STANDARD | Research to Build and Present Knowledge |
| GRADE LEVEL EXPECTATION | W.6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. |

| | | |
|-------------|----------|--|
| EXPECTATION | W.6.9(b) | Apply grade 6 reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not"). |
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| STRAND / STANDARD CATEGORY | MI.CC.W. 6. | Writing Standards |
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| STANDARD | | Range of Writing |
|-------------------------|---------|---|
| GRADE LEVEL EXPECTATION | 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. |

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| STRAND / STANDARD CATEGORY | MI.CC.SL. 6. | Speaking and Listening Standards |
|-----------------------------------|---------------------|---|

| STANDARD | | Comprehension and Collaboration |
|-------------------------|---------|---|
| GRADE LEVEL EXPECTATION | 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. |

| | | |
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| EXPECTATION | SL.6.1(a) | Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. |
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| EXPECTATION | SL.6.1(b) | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. |
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| EXPECTATION | SL.6.1(c) | Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. |
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| EXPECTATION | SL.6.1(d) | Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. |
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| STRAND / STANDARD CATEGORY | MI.CC.L.6 | Language Standards |
|-----------------------------------|------------------|---------------------------|

| STANDARD | | Conventions of Standard English |
|-------------------------|--------|--|
| GRADE LEVEL EXPECTATION | L.6.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |

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| EXPECTATION | L.6.1(d) | Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). |
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| | | |
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| EXPECTATION | L.6.1(e) | Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. |
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| STRAND / STANDARD CATEGORY | MI.CC.L.6 | Language Standards |
|-----------------------------------|------------------|---------------------------|

| STANDARD | | Knowledge of Language |
|-------------------------|--------|--|
| GRADE LEVEL EXPECTATION | L.6.3. | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |

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| EXPECTATION | L.6.3(a) | Vary sentence patterns for meaning, reader/ listener interest, and style. |
| STRAND / STANDARD CATEGORY | MI.CC.L.6 | Language Standards |
| STANDARD | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXPECTATION | 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. |
| EXPECTATION | L.6.4(a) | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
| EXPECTATION | 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. |
| EXPECTATION | L.6.4(d) | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |
| STRAND / STANDARD CATEGORY | MI.CC.L.6 | Language Standards |
| STANDARD | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXPECTATION | 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 | | |
| Michigan Academic Standards | | |
| Language Arts | | |
| Grade 6 - Adopted: 2010 | | |
| STRAND / STANDARD CATEGORY | MI.CC.RI. 6. | Reading Standards for Informational Text |
| STANDARD | | Key Ideas and Details |
| GRADE LEVEL EXPECTATION | RI.6.1. | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| GRADE LEVEL EXPECTATION | 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. |
| GRADE LEVEL EXPECTATION | 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 / STANDARD CATEGORY | MI.CC.RI. 6. | Reading Standards for Informational Text |
| STANDARD | | Craft and Structure |

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| GRADE LEVEL EXPECTATION | RI.6.4. | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings |
| STRAND / STANDARD CATEGORY | MI.CC.RI. 6. | Reading Standards for Informational Text |
| STANDARD | | Integration of Knowledge and Ideas |
| GRADE LEVEL EXPECTATION | 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 / STANDARD CATEGORY | MI.CC.W. 6. | Writing Standards |
| STANDARD | | Text Types and Purposes |
| GRADE LEVEL EXPECTATION | 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. |
| EXPECTATION | W.6.2(a) | Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| EXPECTATION | W.6.2(b) | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |
| STRAND / STANDARD CATEGORY | MI.CC.W. 6. | Writing Standards |
| STANDARD | | Production and Distribution of Writing |
| GRADE LEVEL EXPECTATION | 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 / STANDARD CATEGORY | MI.CC.W. 6. | Writing Standards |
| STANDARD | | Research to Build and Present Knowledge |
| GRADE LEVEL EXPECTATION | W.6.7. | Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. |
| GRADE LEVEL EXPECTATION | 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 / STANDARD CATEGORY | MI.CC.SL. 6. | Speaking and Listening Standards |
| STANDARD | | Comprehension and Collaboration |
| GRADE LEVEL EXPECTATION | 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. |

| | | |
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| EXPECTATION | SL.6.1(a) | Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. |
| EXPECTATION | SL.6.1(b) | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. |
| EXPECTATION | SL.6.1(c) | Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. |
| EXPECTATION | SL.6.1(d) | Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. |

STRAND / STANDARD CATEGORY **MI.CC.L.6 Language Standards**

| STANDARD | | Vocabulary Acquisition and Use |
|-------------------------|----------|--|
| GRADE LEVEL EXPECTATION | 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. |
| EXPECTATION | L.6.4(a) | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
| EXPECTATION | L.6.4(d) | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |

STRAND / STANDARD CATEGORY **MI.CC.L.6 Language Standards**

| STANDARD | | Vocabulary Acquisition and Use |
|-------------------------|--------|--|
| GRADE LEVEL EXPECTATION | 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

Michigan Academic Standards

Language Arts

Grade 6 - Adopted: 2010

STRAND / STANDARD CATEGORY **MI.CC.RI. 6. Reading Standards for Informational Text**

| STANDARD | | Key Ideas and Details |
|-------------------------|---------|---|
| GRADE LEVEL EXPECTATION | RI.6.1. | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| GRADE LEVEL EXPECTATION | 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. |

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| GRADE LEVEL EXPECTATION | 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). |
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| STRAND / STANDARD CATEGORY | MI.CC.RI. 6. | Reading Standards for Informational Text |
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| STANDARD | Craft and Structure | |
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| GRADE LEVEL EXPECTATION | RI.6.4. | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings |
|-------------------------|---------|--|

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|----------------------------|--------------|---|
| STRAND / STANDARD CATEGORY | MI.CC.RI. 6. | Reading Standards for Informational Text |
|----------------------------|--------------|---|

| STANDARD | Integration of Knowledge and Ideas | |
|----------|------------------------------------|--|
|----------|------------------------------------|--|

| | | |
|-------------------------|---------|---|
| GRADE LEVEL EXPECTATION | 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 / STANDARD CATEGORY | MI.CC.W. 6. | Writing Standards |
|----------------------------|-------------|--------------------------|

| STANDARD | Text Types and Purposes | |
|----------|-------------------------|--|
|----------|-------------------------|--|

| | | |
|-------------------------|--------|--|
| GRADE LEVEL EXPECTATION | 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. |
|-------------------------|--------|--|

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

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

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|-------------|----------|--|
| EXPECTATION | W.6.2(c) | Use appropriate transitions to clarify the relationships among ideas and concepts. |
|-------------|----------|--|

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

| | | |
|-------------|----------|---|
| EXPECTATION | W.6.2(f) | Provide a concluding statement or section that follows from the information or explanation presented. |
|-------------|----------|---|

| | | |
|----------------------------|-------------|--------------------------|
| STRAND / STANDARD CATEGORY | MI.CC.W. 6. | Writing Standards |
|----------------------------|-------------|--------------------------|

| STANDARD | Production and Distribution of Writing | |
|----------|--|--|
|----------|--|--|

| | | |
|-------------------------|--------|--|
| GRADE LEVEL EXPECTATION | 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.) |
|-------------------------|--------|--|

| | | |
|-------------------------|--------|---|
| GRADE LEVEL EXPECTATION | 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. |
|-------------------------|--------|---|

| STRAND / STANDARD CATEGORY | MI.CC.W. 6. Writing Standards | |
|----------------------------|---|---|
| STANDARD | Research to Build and Present Knowledge | |
| GRADE LEVEL EXPECTATION | W.6.7. | Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. |
| GRADE LEVEL EXPECTATION | 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 / STANDARD CATEGORY | MI.CC.W. 6. Writing Standards | |
| STANDARD | Research to Build and Present Knowledge | |
| GRADE LEVEL EXPECTATION | W.6.9. | Draw evidence from literary or informational texts to support analysis, reflection, and research. |
| EXPECTATION | W.6.9(b) | Apply grade 6 reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not'). |
| STRAND / STANDARD CATEGORY | MI.CC.W. 6. Writing Standards | |
| STANDARD | Range of Writing | |
| GRADE LEVEL EXPECTATION | 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 / STANDARD CATEGORY | MI.CC.SL. 6. Speaking and Listening Standards | |
| STANDARD | Comprehension and Collaboration | |
| GRADE LEVEL EXPECTATION | 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. |
| EXPECTATION | SL.6.1(a) | Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. |
| EXPECTATION | SL.6.1(b) | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. |
| EXPECTATION | SL.6.1(c) | Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. |
| EXPECTATION | SL.6.1(d) | Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. |

**STRAND /
STANDARD
CATEGORY** MI.CC.L.6 **Language Standards**

| | | |
|------------------------------------|--------|--|
| STANDARD | | Conventions of Standard English |
| GRADE LEVEL EXPECTATION | L.6.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |

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

**STRAND /
STANDARD
CATEGORY** MI.CC.L.6 **Language Standards**

| | | |
|------------------------------------|--------|--|
| STANDARD | | Knowledge of Language |
| GRADE LEVEL EXPECTATION | L.6.3. | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |

| | | |
|---|-----------|---|
| EXPECTATION | L.6.3(a) | Vary sentence patterns for meaning, reader/ listener interest, and style. |
| STRAND / STANDARD CATEGORY | MI.CC.L.6 | Language Standards |

| | | |
|------------------------------------|--------|--|
| STANDARD | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXPECTATION | 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. |

| | | |
|-------------|----------|---|
| EXPECTATION | L.6.4(a) | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
| EXPECTATION | L.6.4(d) | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |

**STRAND /
STANDARD
CATEGORY** MI.CC.L.6 **Language Standards**

| | | |
|------------------------------------|--------|--|
| STANDARD | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXPECTATION | 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

Michigan Academic Standards

Language Arts

Grade 6 - Adopted: 2010

**STRAND /
STANDARD
CATEGORY** MI.CC.W. 6. **Writing Standards**

| STANDARD | | Text Types and Purposes |
|-------------------------|----------|---|
| GRADE LEVEL EXPECTATION | 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. |
| EXPECTATION | W.6.2(a) | Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| EXPECTATION | W.6.2(b) | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |
| EXPECTATION | W.6.2(c) | Use appropriate transitions to clarify the relationships among ideas and concepts. |
| EXPECTATION | W.6.2(d) | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| EXPECTATION | W.6.2(f) | Provide a concluding statement or section that follows from the information or explanation presented. |

STRAND / STANDARD CATEGORY **MI.CC.W. 6. Writing Standards**

| STANDARD | | Production and Distribution of Writing |
|-------------------------|--------|--|
| GRADE LEVEL EXPECTATION | 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.) |
| GRADE LEVEL EXPECTATION | 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. |

STRAND / STANDARD CATEGORY **MI.CC.W. 6. Writing Standards**

| STANDARD | | Range of Writing |
|-------------------------|---------|---|
| GRADE LEVEL EXPECTATION | 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 / STANDARD CATEGORY **MI.CC.SL. 6. Speaking and Listening Standards**

| STANDARD | | Comprehension and Collaboration |
|-------------------------|-----------|---|
| GRADE LEVEL EXPECTATION | 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. |
| EXPECTATION | SL.6.1(a) | Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. |
| EXPECTATION | SL.6.1(b) | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. |

| | | |
|-------------|-----------|--|
| EXPECTATION | SL.6.1(c) | Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. |
| EXPECTATION | SL.6.1(d) | Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. |

STRAND / STANDARD CATEGORY MI.CC.L.6 **Language Standards**

| | | |
|-------------------------|----------|---|
| STANDARD | | Conventions of Standard English |
| GRADE LEVEL EXPECTATION | L.6.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| EXPECTATION | L.6.1(d) | Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). |
| EXPECTATION | L.6.1(e) | Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. |

STRAND / STANDARD CATEGORY MI.CC.L.6 **Language Standards**

| | | |
|-------------------------|----------|---|
| STANDARD | | Knowledge of Language |
| GRADE LEVEL EXPECTATION | L.6.3. | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| EXPECTATION | L.6.3(a) | Vary sentence patterns for meaning, reader/ listener interest, and style. |

STRAND / STANDARD CATEGORY MI.CC.L.6 **Language Standards**

| | | |
|-------------------------|--------|--|
| STANDARD | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXPECTATION | 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

Michigan Academic Standards

Language Arts

Grade 6 - Adopted: 2010

STRAND / STANDARD CATEGORY MI.CC.W. 6. **Writing Standards**

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

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

STRAND / STANDARD CATEGORY MI.CC.W. 6. **Writing Standards**

| STANDARD | | Production and Distribution of Writing |
|-------------------------|--------|--|
| GRADE LEVEL EXPECTATION | 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.) |
| GRADE LEVEL EXPECTATION | 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. |

STRAND / STANDARD CATEGORY MI.CC.W. 6. **Writing Standards**

| STANDARD | | Research to Build and Present Knowledge |
|-------------------------|--------|---|
| GRADE LEVEL EXPECTATION | W.6.9. | Draw evidence from literary or informational texts to support analysis, reflection, and research. |

EXPECTATION MI.CC.W. 6. **Writing Standards**

| STANDARD | | Range of Writing |
|-------------------------|---------|---|
| GRADE LEVEL EXPECTATION | 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 / STANDARD CATEGORY MI.CC.SL. 6. **Speaking and Listening Standards**

| STANDARD | | Comprehension and Collaboration |
|-------------------------|---------|---|
| GRADE LEVEL EXPECTATION | 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. |

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

| | | |
|-------------|-----------|--|
| EXPECTATION | SL.6.1(b) | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. |
| EXPECTATION | SL.6.1(c) | Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. |
| EXPECTATION | SL.6.1(d) | Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. |

STRAND / STANDARD CATEGORY MI.CC.L.6 **Language Standards**

| | | |
|-------------------------|----------|---|
| STANDARD | | Conventions of Standard English |
| GRADE LEVEL EXPECTATION | L.6.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| EXPECTATION | L.6.1(d) | Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). |
| EXPECTATION | L.6.1(e) | Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. |

STRAND / STANDARD CATEGORY MI.CC.L.6 **Language Standards**

| | | |
|-------------------------|--------|--|
| STANDARD | | Knowledge of Language |
| GRADE LEVEL EXPECTATION | L.6.3. | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |

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

STRAND / STANDARD CATEGORY MI.CC.L.6 **Language Standards**

| | | |
|-------------------------|--------|--|
| STANDARD | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXPECTATION | 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

Michigan Academic Standards

Language Arts

Grade 6 - Adopted: 2010

STRAND / STANDARD CATEGORY MI.CC.W. 6. **Writing Standards**

| | | |
|-------------------------|--------|---|
| STANDARD | | Text Types and Purposes |
| GRADE LEVEL EXPECTATION | 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. |

| | | |
|-------------|----------|---|
| EXPECTATION | W.6.2(a) | Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| EXPECTATION | W.6.2(b) | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |
| EXPECTATION | W.6.2(c) | Use appropriate transitions to clarify the relationships among ideas and concepts. |
| EXPECTATION | W.6.2(d) | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| EXPECTATION | W.6.2(f) | Provide a concluding statement or section that follows from the information or explanation presented. |

STRAND / STANDARD CATEGORY **MI.CC.W. 6. Writing Standards**

| STANDARD | | Production and Distribution of Writing |
|-------------------------|--------|--|
| GRADE LEVEL EXPECTATION | 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.) |
| GRADE LEVEL EXPECTATION | 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. |

STRAND / STANDARD CATEGORY **MI.CC.W. 6. Writing Standards**

| STANDARD | | Research to Build and Present Knowledge |
|-------------------------|--------|---|
| GRADE LEVEL EXPECTATION | W.6.9. | Draw evidence from literary or informational texts to support analysis, reflection, and research. |

| | | |
|-------------|----------|--|
| EXPECTATION | W.6.9(b) | Apply grade 6 reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not"). |
|-------------|----------|--|

STRAND / STANDARD CATEGORY **MI.CC.W. 6. Writing Standards**

| STANDARD | | Range of Writing |
|-------------------------|---------|---|
| GRADE LEVEL EXPECTATION | 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 / STANDARD CATEGORY **MI.CC.SL. 6. Speaking and Listening Standards**

| STANDARD | | Comprehension and Collaboration |
|-------------------------|---------|---|
| GRADE LEVEL EXPECTATION | 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. |

| | | |
|-------------|-----------|---|
| EXPECTATION | SL.6.1(a) | Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. |
| EXPECTATION | SL.6.1(b) | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. |
| EXPECTATION | SL.6.1(c) | Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. |
| EXPECTATION | SL.6.1(d) | Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. |

STRAND / STANDARD CATEGORY MI.CC.L.6 **Language Standards**

| | | |
|-------------------------|--------|--|
| STANDARD | | Conventions of Standard English |
| GRADE LEVEL EXPECTATION | L.6.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |

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

STRAND / STANDARD CATEGORY MI.CC.L.6 **Language Standards**

| | | |
|-------------------------|--------|--|
| STANDARD | | Knowledge of Language |
| GRADE LEVEL EXPECTATION | L.6.3. | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |

| | | |
|-------------|----------|---|
| EXPECTATION | L.6.3(a) | Vary sentence patterns for meaning, reader/ listener interest, and style. |
|-------------|----------|---|

STRAND / STANDARD CATEGORY MI.CC.L.6 **Language Standards**

| | | |
|-------------------------|--------|--|
| STANDARD | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXPECTATION | 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

Michigan Academic Standards

Language Arts

Grade 6 - Adopted: 2010

STRAND / STANDARD CATEGORY MI.CC.W. 6. **Writing Standards**

| Text Types and Purposes | | |
|--|---------------------|---|
| GRADE LEVEL EXPECTATION | 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. |
| EXPECTATION | W.6.2(a) | Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| EXPECTATION | W.6.2(b) | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |
| EXPECTATION | W.6.2(c) | Use appropriate transitions to clarify the relationships among ideas and concepts. |
| EXPECTATION | W.6.2(d) | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| EXPECTATION | W.6.2(f) | Provide a concluding statement or section that follows from the information or explanation presented. |
| STRAND / STANDARD CATEGORY | MI.CC.W. 6. | Writing Standards |
| Production and Distribution of Writing | | |
| GRADE LEVEL EXPECTATION | 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.) |
| GRADE LEVEL EXPECTATION | 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. |
| STRAND / STANDARD CATEGORY | MI.CC.W. 6. | Writing Standards |
| Research to Build and Present Knowledge | | |
| GRADE LEVEL EXPECTATION | W.6.9. | Draw evidence from literary or informational texts to support analysis, reflection, and research. |
| EXPECTATION | W.6.9(b) | Apply grade 6 reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not"). |
| STRAND / STANDARD CATEGORY | MI.CC.W. 6. | Writing Standards |
| Range of Writing | | |
| GRADE LEVEL EXPECTATION | 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 / STANDARD CATEGORY | MI.CC.SL. 6. | Speaking and Listening Standards |
| Comprehension and Collaboration | | |

| | | |
|-------------------------|-----------|---|
| GRADE LEVEL EXPECTATION | 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. |
| EXPECTATION | SL.6.1(a) | Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. |
| EXPECTATION | SL.6.1(b) | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. |
| EXPECTATION | SL.6.1(c) | Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. |
| EXPECTATION | SL.6.1(d) | Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. |

STRAND / STANDARD CATEGORY MI.CC.L.6 **Language Standards**

| | | |
|-------------------------|----------|---|
| STANDARD | | Conventions of Standard English |
| GRADE LEVEL EXPECTATION | L.6.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| EXPECTATION | L.6.1(d) | Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). |
| EXPECTATION | L.6.1(e) | Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. |

STRAND / STANDARD CATEGORY MI.CC.L.6 **Language Standards**

| | | |
|-------------------------|--------|--|
| STANDARD | | Knowledge of Language |
| GRADE LEVEL EXPECTATION | L.6.3. | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |

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

STRAND / STANDARD CATEGORY MI.CC.L.6 **Language Standards**

| | | |
|-------------------------|--------|--|
| STANDARD | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXPECTATION | 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

Michigan Academic Standards

Language Arts

Grade 6 - Adopted: 2010

| STRAND / STANDARD CATEGORY | MI.CC.RI. 6. | Reading Standards for Informational Text |
|----------------------------|------------------------------------|---|
| STANDARD | Key Ideas and Details | |
| GRADE LEVEL EXPECTATION | RI.6.1. | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| GRADE LEVEL EXPECTATION | 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. |
| GRADE LEVEL EXPECTATION | 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 / STANDARD CATEGORY | MI.CC.RI. 6. | Reading Standards for Informational Text |
| STANDARD | Craft and Structure | |
| GRADE LEVEL EXPECTATION | RI.6.4. | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings |
| STRAND / STANDARD CATEGORY | MI.CC.RI. 6. | Reading Standards for Informational Text |
| STANDARD | Integration of Knowledge and Ideas | |
| GRADE LEVEL EXPECTATION | 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 / STANDARD CATEGORY | MI.CC.W. 6. | Writing Standards |
| STANDARD | Text Types and Purposes | |
| GRADE LEVEL EXPECTATION | 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. |
| EXPECTATION | W.6.2(a) | Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| EXPECTATION | W.6.2(b) | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |
| EXPECTATION | W.6.2(c) | Use appropriate transitions to clarify the relationships among ideas and concepts. |
| EXPECTATION | W.6.2(d) | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| EXPECTATION | W.6.2(f) | Provide a concluding statement or section that follows from the information or explanation presented. |

| STRAND / STANDARD CATEGORY | MI.CC.W. 6. Writing Standards |
|----------------------------|---|
| GRADE LEVEL EXPECTATION | 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.) |
| GRADE LEVEL EXPECTATION | 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. |
| STRAND / STANDARD CATEGORY | MI.CC.W. 6. Writing Standards |
| STANDARD | Range of Writing |
| GRADE LEVEL EXPECTATION | 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 / STANDARD CATEGORY | MI.CC.SL. 6. Speaking and Listening Standards |
| STANDARD | Comprehension and Collaboration |
| GRADE LEVEL EXPECTATION | 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. |
| EXPECTATION | SL.6.1(a) Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. |
| EXPECTATION | SL.6.1(b) Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. |
| EXPECTATION | SL.6.1(c) Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. |
| EXPECTATION | SL.6.1(d) Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. |
| STRAND / STANDARD CATEGORY | MI.CC.L.6 Language Standards |
| STANDARD | Conventions of Standard English |
| GRADE LEVEL EXPECTATION | L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| EXPECTATION | L.6.1(d) Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). |
| EXPECTATION | L.6.1(e) Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. |

| STRAND / STANDARD CATEGORY | MI.CC.L.6 Language Standards | |
|----------------------------|------------------------------|--|
| STANDARD | Knowledge of Language | |
| GRADE LEVEL EXPECTATION | L.6.3. | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| EXPECTATION | L.6.3(a) | Vary sentence patterns for meaning, reader/ listener interest, and style. |

| STRAND / STANDARD CATEGORY | MI.CC.L.6 Language Standards | |
|----------------------------|--------------------------------|--|
| STANDARD | Vocabulary Acquisition and Use | |
| GRADE LEVEL EXPECTATION | 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. |

| | | |
|-------------|----------|---|
| EXPECTATION | L.6.4(a) | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
| EXPECTATION | L.6.4(d) | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |

| STRAND / STANDARD CATEGORY | MI.CC.L.6 Language Standards | |
|----------------------------|--------------------------------|--|
| STANDARD | Vocabulary Acquisition and Use | |
| GRADE LEVEL EXPECTATION | 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 25: Unit 8 Formal Essay Models, p. 215-224

Michigan Academic Standards

Language Arts

Grade 6 - Adopted: 2010

| STRAND / STANDARD CATEGORY | MI.CC.RI. 6. Reading Standards for Informational Text | |
|----------------------------|---|---|
| STANDARD | Key Ideas and Details | |
| GRADE LEVEL EXPECTATION | RI.6.1. | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| GRADE LEVEL EXPECTATION | 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. |
| GRADE LEVEL EXPECTATION | 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 / STANDARD CATEGORY | MI.CC.RI. 6. Reading Standards for Informational Text | |
| STANDARD | | Craft and Structure |
| GRADE LEVEL EXPECTATION | RI.6.4. | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings |
| STRAND / STANDARD CATEGORY | MI.CC.RI. 6. Reading Standards for Informational Text | |
| STANDARD | | Integration of Knowledge and Ideas |
| GRADE LEVEL EXPECTATION | 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 / STANDARD CATEGORY | MI.CC.W. 6. Writing Standards | |
| STANDARD | | Production and Distribution of Writing |
| GRADE LEVEL EXPECTATION | 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.) |
| GRADE LEVEL EXPECTATION | 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. |
| STRAND / STANDARD CATEGORY | MI.CC.W. 6. Writing Standards | |
| STANDARD | | Research to Build and Present Knowledge |
| GRADE LEVEL EXPECTATION | W.6.7. | Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. |
| GRADE LEVEL EXPECTATION | 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 / STANDARD CATEGORY | MI.CC.W. 6. Writing Standards | |
| STANDARD | | Range of Writing |
| GRADE LEVEL EXPECTATION | 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 / STANDARD CATEGORY | MI.CC.SL. 6. Speaking and Listening Standards | |
| STANDARD | | Comprehension and Collaboration |

| | | |
|--------------------------------|----------------|--|
| GRADE LEVEL EXPECTATION | 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. |
|--------------------------------|----------------|--|

| | | |
|--------------------|------------------|---|
| EXPECTATION | SL.6.1(a) | Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. |
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| | | |
|--------------------|------------------|--|
| EXPECTATION | SL.6.1(b) | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. |
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|--------------------|------------------|--|
| EXPECTATION | SL.6.1(c) | Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. |
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| | | |
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| EXPECTATION | SL.6.1(d) | Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. |
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| STRAND / STANDARD CATEGORY | MI.CC.L.6 | Language Standards |
|-----------------------------------|------------------|---------------------------|

| | | |
|--------------------------------|---------------|---|
| STANDARD | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXPECTATION | 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. |

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

| | | |
|--------------------|-----------------|---|
| EXPECTATION | L.6.4(d) | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |
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|-----------------------------------|------------------|---------------------------|
| STRAND / STANDARD CATEGORY | MI.CC.L.6 | Language Standards |
|-----------------------------------|------------------|---------------------------|

| | | |
|--------------------------------|---------------|--|
| STANDARD | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXPECTATION | 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

Michigan Academic Standards

Language Arts

Grade 6 - Adopted: 2010

| | | |
|-----------------------------------|--------------------|--|
| STRAND / STANDARD CATEGORY | MI.CC.W. 6. | Writing Standards |
| STANDARD | | Text Types and Purposes |
| GRADE LEVEL EXPECTATION | 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. |

| | | |
|-------------|----------|---|
| EXPECTATION | W.6.2(a) | Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| EXPECTATION | W.6.2(b) | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |
| EXPECTATION | W.6.2(c) | Use appropriate transitions to clarify the relationships among ideas and concepts. |
| EXPECTATION | W.6.2(d) | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| EXPECTATION | W.6.2(f) | Provide a concluding statement or section that follows from the information or explanation presented. |

STRAND / STANDARD CATEGORY **MI.CC.W. 6. Writing Standards**

| STANDARD | | Production and Distribution of Writing |
|-------------------------|--------|--|
| GRADE LEVEL EXPECTATION | 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.) |
| GRADE LEVEL EXPECTATION | 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. |

STRAND / STANDARD CATEGORY **MI.CC.W. 6. Writing Standards**

| STANDARD | | Range of Writing |
|-------------------------|---------|---|
| GRADE LEVEL EXPECTATION | 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 / STANDARD CATEGORY **MI.CC.SL. 6. Speaking and Listening Standards**

| STANDARD | | Comprehension and Collaboration |
|-------------------------|-----------|---|
| GRADE LEVEL EXPECTATION | 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. |
| EXPECTATION | SL.6.1(a) | Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. |
| EXPECTATION | SL.6.1(b) | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. |
| EXPECTATION | SL.6.1(c) | Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. |

| | | |
|-------------|-----------|--|
| EXPECTATION | SL.6.1(d) | Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. |
|-------------|-----------|--|

STRAND / STANDARD CATEGORY MI.CC.L.6 **Language Standards**

| | | |
|-------------------------|--------|--|
| STANDARD | | Conventions of Standard English |
| GRADE LEVEL EXPECTATION | L.6.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |

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

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

STRAND / STANDARD CATEGORY MI.CC.L.6 **Language Standards**

| | | |
|-------------------------|--------|--|
| STANDARD | | Knowledge of Language |
| GRADE LEVEL EXPECTATION | L.6.3. | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |

| | | |
|-------------|----------|---|
| EXPECTATION | L.6.3(a) | Vary sentence patterns for meaning, reader/ listener interest, and style. |
|-------------|----------|---|

STRAND / STANDARD CATEGORY MI.CC.L.6 **Language Standards**

| | | |
|-------------------------|--------|--|
| STANDARD | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXPECTATION | 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

Michigan Academic Standards

Language Arts

Grade 6 - Adopted: 2010

STRAND / STANDARD CATEGORY MI.CC.RL.6. **Reading Standards for Literature**

| | | |
|-------------------------|---------|--|
| STANDARD | | Key Ideas and Details |
| GRADE LEVEL EXPECTATION | RL.6.1. | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| GRADE LEVEL EXPECTATION | 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. |
| GRADE LEVEL EXPECTATION | 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 / STANDARD CATEGORY | MI.CC.RL .6. | Reading Standards for Literature |
|----------------------------|---|---|
| STANDARD | Craft and Structure | |
| GRADE LEVEL EXPECTATION | 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 / STANDARD CATEGORY | MI.CC.RL .6. | Reading Standards for Literature |
| STANDARD | Range of Reading and Level of Text Complexity | |
| GRADE LEVEL EXPECTATION | 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 / STANDARD CATEGORY | MI.CC.W. 6. | Writing Standards |
| STANDARD | Text Types and Purposes | |
| GRADE LEVEL EXPECTATION | 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. |
| EXPECTATION | W.6.2(a) | Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| EXPECTATION | W.6.2(b) | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |
| EXPECTATION | W.6.2(c) | Use appropriate transitions to clarify the relationships among ideas and concepts. |
| EXPECTATION | W.6.2(d) | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| EXPECTATION | W.6.2(f) | Provide a concluding statement or section that follows from the information or explanation presented. |
| STRAND / STANDARD CATEGORY | MI.CC.W. 6. | Writing Standards |
| STANDARD | Production and Distribution of Writing | |
| GRADE LEVEL EXPECTATION | 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.) |
| GRADE LEVEL EXPECTATION | 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. |
| STRAND / STANDARD CATEGORY | MI.CC.W. 6. | Writing Standards |
| STANDARD | Range of Writing | |

| | | |
|-----------------------------------|---------------------|--|
| GRADE LEVEL EXPECTATION | 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 / STANDARD CATEGORY | MI.CC.SL. 6. | Speaking and Listening Standards |
| STANDARD | | Comprehension and Collaboration |
| GRADE LEVEL EXPECTATION | 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. |
| EXPECTATION | SL.6.1(a) | Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. |
| EXPECTATION | SL.6.1(b) | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. |
| EXPECTATION | SL.6.1(c) | Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. |
| EXPECTATION | SL.6.1(d) | Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. |
| STRAND / STANDARD CATEGORY | MI.CC.L.6 | Language Standards |
| STANDARD | | Conventions of Standard English |
| GRADE LEVEL EXPECTATION | L.6.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| EXPECTATION | L.6.1(d) | Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). |
| EXPECTATION | L.6.1(e) | Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. |
| STRAND / STANDARD CATEGORY | MI.CC.L.6 | Language Standards |
| STANDARD | | Knowledge of Language |
| GRADE LEVEL EXPECTATION | L.6.3. | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| EXPECTATION | L.6.3(a) | Vary sentence patterns for meaning, reader/ listener interest, and style. |
| STRAND / STANDARD CATEGORY | MI.CC.L.6 | Language Standards |
| STANDARD | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXPECTATION | 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. |

| | | |
|-------------|----------|---|
| EXPECTATION | L.6.4(a) | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
| EXPECTATION | L.6.4(d) | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |

STRAND / STANDARD CATEGORY MI.CC.L.6 **Language Standards**

| STANDARD | Vocabulary Acquisition and Use |
|-------------------------|---|
| GRADE LEVEL EXPECTATION | 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

Michigan Academic Standards

Language Arts

Grade 6 - Adopted: 2010

STRAND / STANDARD CATEGORY MI.CC.RL .6. **Reading Standards for Literature**

| STANDARD | Key Ideas and Details |
|-------------------------|--|
| GRADE LEVEL EXPECTATION | 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 / STANDARD CATEGORY MI.CC.RL .6. **Reading Standards for Literature**

| STANDARD | Craft and Structure |
|-------------------------|---|
| GRADE LEVEL EXPECTATION | 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 / STANDARD CATEGORY MI.CC.RI. 6. **Reading Standards for Informational Text**

| STANDARD | Key Ideas and Details |
|-------------------------|---|
| GRADE LEVEL EXPECTATION | RI.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| GRADE LEVEL EXPECTATION | 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. |
| GRADE LEVEL EXPECTATION | 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 / STANDARD CATEGORY | MI.CC.RI. 6. | Reading Standards for Informational Text |
|----------------------------|---|---|
| STANDARD | Craft and Structure | |
| GRADE LEVEL EXPECTATION | RI.6.4. | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings |
| STRAND / STANDARD CATEGORY | MI.CC.RI. 6. | Reading Standards for Informational Text |
| STANDARD | Integration of Knowledge and Ideas | |
| GRADE LEVEL EXPECTATION | 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 / STANDARD CATEGORY | MI.CC.W. 6. | Writing Standards |
| STANDARD | Text Types and Purposes | |
| GRADE LEVEL EXPECTATION | 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. |
| EXPECTATION | W.6.2(a) | Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| EXPECTATION | W.6.2(b) | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |
| EXPECTATION | W.6.2(c) | Use appropriate transitions to clarify the relationships among ideas and concepts. |
| EXPECTATION | W.6.2(d) | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| EXPECTATION | W.6.2(f) | Provide a concluding statement or section that follows from the information or explanation presented. |
| STRAND / STANDARD CATEGORY | MI.CC.W. 6. | Writing Standards |
| STANDARD | Production and Distribution of Writing | |
| GRADE LEVEL EXPECTATION | 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.) |
| GRADE LEVEL EXPECTATION | 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. |
| STRAND / STANDARD CATEGORY | MI.CC.W. 6. | Writing Standards |
| STANDARD | Research to Build and Present Knowledge | |

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| GRADE LEVEL EXPECTATION | 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. |
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| STRAND / STANDARD CATEGORY | MI.CC.W. 6. | Writing Standards |
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| STANDARD | | Range of Writing |
|-------------------------|---------|---|
| GRADE LEVEL EXPECTATION | 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. |

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| STRAND / STANDARD CATEGORY | MI.CC.SL. 6. | Speaking and Listening Standards |
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| STANDARD | | Comprehension and Collaboration |
|-------------------------|-----------|---|
| GRADE LEVEL EXPECTATION | 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. |
| EXPECTATION | SL.6.1(a) | Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. |
| EXPECTATION | SL.6.1(b) | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. |
| EXPECTATION | SL.6.1(c) | Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. |
| EXPECTATION | SL.6.1(d) | Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. |

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| STRAND / STANDARD CATEGORY | MI.CC.L.6 | Language Standards |
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| STANDARD | | Conventions of Standard English |
|-------------------------|----------|---|
| GRADE LEVEL EXPECTATION | L.6.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| EXPECTATION | L.6.1(d) | Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). |
| EXPECTATION | L.6.1(e) | Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. |

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| STRAND / STANDARD CATEGORY | MI.CC.L.6 | Language Standards |
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| STANDARD | | Knowledge of Language |
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| GRADE LEVEL EXPECTATION | L.6.3. | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |

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| EXPECTATION | L.6.3(a) | Vary sentence patterns for meaning, reader/ listener interest, and style. |
| STRAND / STANDARD CATEGORY | MI.CC.L.6 | Language Standards |
| STANDARD | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXPECTATION | 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. |

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| EXPECTATION | L.6.4(a) | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
| EXPECTATION | L.6.4(d) | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |

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| STRAND / STANDARD CATEGORY | MI.CC.L.6 | Language Standards |
| STANDARD | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXPECTATION | 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. |

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Michigan Academic Standards

Language Arts

Grade 6 - Adopted: 2010

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| STRAND / STANDARD CATEGORY | MI.CC.RL .6. | Reading Standards for Literature |
| STANDARD | | Key Ideas and Details |
| GRADE LEVEL EXPECTATION | RL.6.1. | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| GRADE LEVEL EXPECTATION | 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. |

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| GRADE LEVEL EXPECTATION | 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. |
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| STRAND / STANDARD CATEGORY | MI.CC.RL .6. | Reading Standards for Literature |
| STANDARD | | Craft and Structure |
| GRADE LEVEL EXPECTATION | 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 / STANDARD CATEGORY | MI.CC.RL .6. | Reading Standards for Literature |
|----------------------------|---|---|
| STANDARD | Range of Reading and Level of Text Complexity | |
| GRADE LEVEL EXPECTATION | 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 / STANDARD CATEGORY | MI.CC.W. 6. | Writing Standards |
| STANDARD | Text Types and Purposes | |
| GRADE LEVEL EXPECTATION | 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. |
| EXPECTATION | W.6.2(a) | Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| EXPECTATION | W.6.2(b) | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |
| EXPECTATION | W.6.2(c) | Use appropriate transitions to clarify the relationships among ideas and concepts. |
| EXPECTATION | W.6.2(d) | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| EXPECTATION | W.6.2(f) | Provide a concluding statement or section that follows from the information or explanation presented. |
| STRAND / STANDARD CATEGORY | MI.CC.W. 6. | Writing Standards |
| STANDARD | Production and Distribution of Writing | |
| GRADE LEVEL EXPECTATION | 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.) |
| GRADE LEVEL EXPECTATION | 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. |
| STRAND / STANDARD CATEGORY | MI.CC.W. 6. | Writing Standards |
| STANDARD | Research to Build and Present Knowledge | |
| GRADE LEVEL EXPECTATION | 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 / STANDARD CATEGORY | MI.CC.W. 6. | Writing Standards |

| STANDARD | | Range of Writing |
|-------------------------|---------|---|
| GRADE LEVEL EXPECTATION | 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 / STANDARD CATEGORY **MI.CC.SL. 6. Speaking and Listening Standards**

| STANDARD | | Comprehension and Collaboration |
|-------------------------|-----------|---|
| GRADE LEVEL EXPECTATION | 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. |
| EXPECTATION | SL.6.1(a) | Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. |
| EXPECTATION | SL.6.1(b) | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. |
| EXPECTATION | SL.6.1(c) | Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. |
| EXPECTATION | SL.6.1(d) | Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. |

STRAND / STANDARD CATEGORY **MI.CC.L.6 Language Standards**

| STANDARD | | Conventions of Standard English |
|-------------------------|----------|---|
| GRADE LEVEL EXPECTATION | L.6.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| EXPECTATION | L.6.1(d) | Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). |
| EXPECTATION | L.6.1(e) | Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. |

STRAND / STANDARD CATEGORY **MI.CC.L.6 Language Standards**

| STANDARD | | Knowledge of Language |
|-------------------------|----------|--|
| GRADE LEVEL EXPECTATION | L.6.3. | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| EXPECTATION | L.6.3(a) | Vary sentence patterns for meaning, reader/ listener interest, and style. |

STRAND / STANDARD CATEGORY **MI.CC.L.6 Language Standards**

| STANDARD | | Vocabulary Acquisition and Use |
|-------------------------|--------|--|
| GRADE LEVEL EXPECTATION | 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. |

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| EXPECTATION | L.6.4(a) | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
| EXPECTATION | L.6.4(d) | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |

STRAND / STANDARD CATEGORY MI.CC.L.6 **Language Standards**

| STANDARD | Vocabulary Acquisition and Use |
|-------------------------|---|
| GRADE LEVEL EXPECTATION | 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. |

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Michigan Academic Standards

Language Arts

Grade 6 - Adopted: 2010

STRAND / STANDARD CATEGORY MI.CC.RL .6. **Reading Standards for Literature**

| STANDARD | Key Ideas and Details |
|-------------------------|--|
| GRADE LEVEL EXPECTATION | 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 / STANDARD CATEGORY MI.CC.RL .6. **Reading Standards for Literature**

| STANDARD | Craft and Structure |
|-------------------------|---|
| GRADE LEVEL EXPECTATION | 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 / STANDARD CATEGORY MI.CC.RI. 6. **Reading Standards for Informational Text**

| STANDARD | Key Ideas and Details |
|-------------------------|---|
| GRADE LEVEL EXPECTATION | RI.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| GRADE LEVEL EXPECTATION | 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. |
| GRADE LEVEL EXPECTATION | 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 / STANDARD CATEGORY | MI.CC.RI. 6. | Reading Standards for Informational Text |
|----------------------------|---|---|
| STANDARD | Craft and Structure | |
| GRADE LEVEL EXPECTATION | RI.6.4. | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings |
| STRAND / STANDARD CATEGORY | MI.CC.RI. 6. | Reading Standards for Informational Text |
| STANDARD | Integration of Knowledge and Ideas | |
| GRADE LEVEL EXPECTATION | 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 / STANDARD CATEGORY | MI.CC.W. 6. | Writing Standards |
| STANDARD | Text Types and Purposes | |
| GRADE LEVEL EXPECTATION | 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. |
| EXPECTATION | W.6.2(a) | Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| EXPECTATION | W.6.2(b) | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |
| EXPECTATION | W.6.2(c) | Use appropriate transitions to clarify the relationships among ideas and concepts. |
| EXPECTATION | W.6.2(d) | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| EXPECTATION | W.6.2(f) | Provide a concluding statement or section that follows from the information or explanation presented. |
| STRAND / STANDARD CATEGORY | MI.CC.W. 6. | Writing Standards |
| STANDARD | Production and Distribution of Writing | |
| GRADE LEVEL EXPECTATION | 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.) |
| GRADE LEVEL EXPECTATION | 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. |
| STRAND / STANDARD CATEGORY | MI.CC.W. 6. | Writing Standards |
| STANDARD | Research to Build and Present Knowledge | |

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| GRADE LEVEL EXPECTATION | 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. |
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| STRAND / STANDARD CATEGORY | MI.CC.W. 6. | Writing Standards |
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| STANDARD | | Range of Writing |
|-------------------------|---------|---|
| GRADE LEVEL EXPECTATION | 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. |

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| STRAND / STANDARD CATEGORY | MI.CC.SL. 6. | Speaking and Listening Standards |
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| STANDARD | | Comprehension and Collaboration |
|-------------------------|-----------|---|
| GRADE LEVEL EXPECTATION | 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. |
| EXPECTATION | SL.6.1(a) | Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. |
| EXPECTATION | SL.6.1(b) | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. |
| EXPECTATION | SL.6.1(c) | Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. |
| EXPECTATION | SL.6.1(d) | Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. |

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| STRAND / STANDARD CATEGORY | MI.CC.L.6 | Language Standards |
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| STANDARD | | Conventions of Standard English |
|-------------------------|----------|---|
| GRADE LEVEL EXPECTATION | L.6.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| EXPECTATION | L.6.1(d) | Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). |
| EXPECTATION | L.6.1(e) | Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. |

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| STRAND / STANDARD CATEGORY | MI.CC.L.6 | Language Standards |
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| STANDARD | | Knowledge of Language |
|-------------------------|--------|--|
| GRADE LEVEL EXPECTATION | L.6.3. | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |

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

**STRAND /
STANDARD
CATEGORY** MI.CC.L.6 **Language Standards**

| STANDARD | | Vocabulary Acquisition and Use |
|----------------------------|--------|--|
| GRADE LEVEL EXPECTATION | 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. |

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

EXPECTATION L.6.4(d) Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**STRAND /
STANDARD
CATEGORY** MI.CC.L.6 **Language Standards**

| STANDARD | | Vocabulary Acquisition and Use |
|----------------------------|--------|--|
| GRADE LEVEL EXPECTATION | 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. |