

# Main Criteria: Investigations in Writing

Secondary Criteria: New Hampshire College and Career Ready Standards

Subject: Language Arts

Grade: 6

## Investigations in Writing

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

### New Hampshire College and Career Ready Standards

#### Language Arts

Grade 6 - Adopted: 2010

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

STANDARD / GLE		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** NH.CC.RI .6. **Reading Standards for Informational Text**

STANDARD / GLE		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** NH.CC.RI .6. **Reading Standards for Informational Text**

STANDARD / GLE		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** NH.CC.W. 6. **Writing Standards**

STANDARD / GLE		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** NH.CC.W. **Writing Standards**  
6.

STANDARD / GLE		<b>Research to Build and Present Knowledge</b>
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** NH.CC.S L.6. **Speaking and Listening Standards**

STANDARD / GLE		<b>Comprehension and Collaboration</b>
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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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** NH.CC.S L.6. **Speaking and Listening Standards**

STANDARD / GLE		<b>Presentation of Knowledge and Ideas</b>
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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** NH.CC.L. 6. **Language Standards**

STANDARD / GLE		<b>Vocabulary Acquisition and Use</b>
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.
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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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<b>STRAND / STANDARD</b>	<b>NH.CC.L. 6.</b>	<b>Language Standards</b>
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<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
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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

## New Hampshire College and Career Ready Standards

### Language Arts

Grade 6 - Adopted: 2010

<b>STRAND / STANDARD</b>	<b>NH.CC.RI .6.</b>	<b>Reading Standards for Informational Text</b>
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<b>STANDARD / GLE</b>		<b>Key Ideas and Details</b>
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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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<b>STRAND / STANDARD</b>	<b>NH.CC.RI .6.</b>	<b>Reading Standards for Informational Text</b>
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<b>STANDARD / GLE</b>		<b>Craft and Structure</b>
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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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<b>STRAND / STANDARD</b>	<b>NH.CC.RI .6.</b>	<b>Reading Standards for Informational Text</b>
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<b>STANDARD / GLE</b>		<b>Integration of Knowledge and Ideas</b>
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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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<b>STRAND / STANDARD</b>	<b>NH.CC.W. 6.</b>	<b>Writing Standards</b>
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<b>STANDARD / GLE</b>		<b>Text Types and Purposes</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>W.6.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
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.
<b>STRAND / STANDARD</b>	<b>NH.CC.W. 6.</b>	<b>Writing Standards</b>
<b>STANDARD / GLE</b>		<b>Production and Distribution of Writing</b>
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.
<b>STRAND / STANDARD</b>	<b>NH.CC.W. 6.</b>	<b>Writing Standards</b>
<b>STANDARD / GLE</b>		<b>Range of Writing</b>
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.
<b>STRAND / STANDARD</b>	<b>NH.CC.S L.6.</b>	<b>Speaking and Listening Standards</b>
<b>STANDARD / GLE</b>		<b>Comprehension and Collaboration</b>
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** NH.CC.S L.6. **Speaking and Listening Standards**

STANDARD / GLE		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** NH.CC.L. 6. **Language Standards**

STANDARD / GLE		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** NH.CC.L. 6. **Language Standards**

STANDARD / GLE		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.
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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** NH.CC.L. 6. **Language Standards**

STANDARD / GLE		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 03: Unit 2: Writing from Notes, p. 29-34

**New Hampshire College and Career Ready Standards**

**Language Arts**

<b>STRAND / STANDARD</b> NH.CC.RI .6. <b>Reading Standards for Informational Text</b>		
<b>STANDARD / GLE</b>		
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).
<b>STRAND / STANDARD</b> NH.CC.RI .6. <b>Reading Standards for Informational Text</b>		
<b>STANDARD / GLE</b>		
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
<b>STRAND / STANDARD</b> NH.CC.RI .6. <b>Reading Standards for Informational Text</b>		
<b>STANDARD / GLE</b>		
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.
<b>STRAND / STANDARD</b> NH.CC.W. 6. <b>Writing Standards</b>		
<b>STANDARD / GLE</b>		
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**      **NH.CC.W. Writing Standards**  
6.

<b>STANDARD / GLE</b>		<b>Production and Distribution of Writing</b>
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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.
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**STRAND / STANDARD**      **NH.CC.W. Writing Standards**  
6.

<b>STANDARD / GLE</b>		<b>Research to Build and Present Knowledge</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>W.6.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>

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**      **NH.CC.W. Writing Standards**  
6.

<b>STANDARD / GLE</b>		<b>Range of Writing</b>
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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**      **NH.CC.S L.6. Speaking and Listening Standards**

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

EXPECTATION	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**      **NH.CC.S L.6. Speaking and Listening Standards**

<b>STANDARD / GLE</b>		<b>Presentation of Knowledge and Ideas</b>
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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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<b>STRAND / STANDARD</b>	<b>NH.CC.L. 6.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.6.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

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.

<b>STRAND / STANDARD</b>	<b>NH.CC.L. 6.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.6.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</b>

EXPECTATION	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).

<b>STRAND / STANDARD</b>	<b>NH.CC.L. 6.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.6.6.</b>	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

**New Hampshire College and Career Ready Standards**

**Language Arts**

**Grade 6 - Adopted: 2010**

<b>STRAND / STANDARD</b>	<b>NH.CC.RI .6.</b>	<b>Reading Standards for Informational Text</b>
<b>STANDARD / GLE</b>		<b>Key Ideas and Details</b>

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).
<b>STRAND / STANDARD</b>	<b>NH.CC.RI .6.</b>	<b>Reading Standards for Informational Text</b>
<b>STANDARD / GLE</b>		<b>Craft and Structure</b>
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
<b>STRAND / STANDARD</b>	<b>NH.CC.RI .6.</b>	<b>Reading Standards for Informational Text</b>
<b>STANDARD / GLE</b>		<b>Integration of Knowledge and Ideas</b>
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.
<b>STRAND / STANDARD</b>	<b>NH.CC.W. 6.</b>	<b>Writing Standards</b>
<b>STANDARD / GLE</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>W.6.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
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.
<b>STRAND / STANDARD</b>	<b>NH.CC.W. 6.</b>	<b>Writing Standards</b>
<b>STANDARD / GLE</b>		<b>Production and Distribution of Writing</b>

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.
<b>STRAND / STANDARD</b>	<b>NH.CC.W. 6.</b>	<b>Writing Standards</b>
<b>STANDARD / GLE</b>		<b>Research to Build and Present Knowledge</b>
GRADE LEVEL EXPECTATION	W.6.9.	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
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").
<b>STRAND / STANDARD</b>	<b>NH.CC.W. 6.</b>	<b>Writing Standards</b>
<b>STANDARD / GLE</b>		<b>Range of Writing</b>
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.
<b>STRAND / STANDARD</b>	<b>NH.CC.S. L.6.</b>	<b>Speaking and Listening Standards</b>
<b>STANDARD / GLE</b>		<b>Comprehension and Collaboration</b>
GRADE LEVEL EXPECTATION	SL.6.1.	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
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.
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 6.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Conventions of Standard English</b>
GRADE LEVEL EXPECTATION	L.6.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

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.
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 6.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.6.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</b>
EXPECTATION	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).
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 6.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.6.6.</b>	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
<b>Lesson 05: Unit 3: Retelling Narrative Stories, p. 43-48</b>		
<b>New Hampshire College and Career Ready Standards</b>		
<b>Language Arts</b>		
<b>Grade 6 - Adopted: 2010</b>		
<b>STRAND / STANDARD</b>	<b>NH.CC.R L.6.</b>	<b>Reading Standards for Literature</b>
<b>STANDARD / GLE</b>		<b>Key Ideas and Details</b>
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.
<b>STRAND / STANDARD</b>	<b>NH.CC.R L.6.</b>	<b>Reading Standards for Literature</b>
<b>STANDARD / GLE</b>		<b>Craft and Structure</b>

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** NH.CC.R L.6. **Reading Standards for Literature**

STANDARD / GLE		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** NH.CC.W. 6. **Writing Standards**

STANDARD / GLE		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** NH.CC.S L.6. **Speaking and Listening Standards**

STANDARD / GLE		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** NH.CC.S L.6. **Speaking and Listening Standards**

STANDARD / GLE		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** NH.CC.L. 6. **Language Standards**

<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION</b>	L.6.4.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</b>
<b>EXPECTATION</b>	L.6.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
<b>EXPECTATION</b>	L.6.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 6.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION</b>	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

**New Hampshire College and Career Ready Standards**

**Language Arts**

**Grade 6 - Adopted: 2010**

<b>STRAND / STANDARD</b>	<b>NH.CC.R. L.6.</b>	<b>Reading Standards for Literature</b>
<b>STANDARD / GLE</b>		<b>Key Ideas and Details</b>
<b>GRADE LEVEL EXPECTATION</b>	RL.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
<b>GRADE LEVEL EXPECTATION</b>	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.
<b>GRADE LEVEL EXPECTATION</b>	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.
<b>STRAND / STANDARD</b>	<b>NH.CC.R. L.6.</b>	<b>Reading Standards for Literature</b>
<b>STANDARD / GLE</b>		<b>Craft and Structure</b>
<b>GRADE LEVEL EXPECTATION</b>	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.
<b>STRAND / STANDARD</b>	<b>NH.CC.R. L.6.</b>	<b>Reading Standards for Literature</b>
<b>STANDARD / GLE</b>		<b>Range of Reading and Level of Text Complexity</b>

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

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	NH.CC.W. 6.	<b>Writing Standards</b>
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STANDARD / GLE		<b>Production and Distribution of Writing</b>
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	NH.CC.W. 6.	<b>Writing Standards</b>
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STANDARD / GLE		<b>Range of Writing</b>
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	NH.CC.S L.6.	<b>Speaking and Listening Standards</b>
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STANDARD / GLE		<b>Comprehension and Collaboration</b>
GRADE LEVEL EXPECTATION	SL.6.1.	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
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** NH.CC.L. 6. **Language Standards**

STANDARD / GLE		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** NH.CC.L. 6. **Language Standards**

STANDARD / GLE		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** NH.CC.L. 6. **Language Standards**

STANDARD / GLE		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

**New Hampshire College and Career Ready Standards**

**Language Arts**

Grade 6 - Adopted: 2010

**STRAND / STANDARD**    **NH.CC.R L.6.**    **Reading Standards for Literature**

<b>STANDARD / GLE</b>		<b>Key Ideas and Details</b>
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**    **NH.CC.R L.6.**    **Reading Standards for Literature**

<b>STANDARD / GLE</b>		<b>Craft and Structure</b>
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**    **NH.CC.R L.6.**    **Reading Standards for Literature**

<b>STANDARD / GLE</b>		<b>Range of Reading and Level of Text Complexity</b>
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**    **NH.CC.W. 6.**    **Writing Standards**

<b>STANDARD / GLE</b>		<b>Text Types and Purposes</b>
GRADE LEVEL EXPECTATION	W.6.3.	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>
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.
<b>STRAND / STANDARD</b>	<b>NH.CC.W. 6.</b>	<b>Writing Standards</b>
<b>STANDARD / GLE</b>		<b>Production and Distribution of Writing</b>

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.
<b>STRAND / STANDARD</b>	<b>NH.CC.W. 6.</b>	<b>Writing Standards</b>
<b>STANDARD / GLE</b>		<b>Range of Writing</b>
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.
<b>STRAND / STANDARD</b>	<b>NH.CC.S L.6.</b>	<b>Speaking and Listening Standards</b>
<b>STANDARD / GLE</b>		<b>Comprehension and Collaboration</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>SL.6.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
EXPECTATION	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.
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 6.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.6.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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.
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 6.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>

<b>GRADE LEVEL EXPECTATION</b>	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
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** NH.CC.L. 6. **Language Standards**

<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
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

## New Hampshire College and Career Ready Standards

### Language Arts

Grade 6 - Adopted: 2010

**STRAND / STANDARD** NH.CC.R L.6. **Reading Standards for Literature**

<b>STANDARD / GLE</b>		<b>Key Ideas and Details</b>
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** NH.CC.R L.6. **Reading Standards for Literature**

<b>STANDARD / GLE</b>		<b>Craft and Structure</b>
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** NH.CC.R L.6. **Reading Standards for Literature**

<b>STANDARD / GLE</b>		<b>Range of Reading and Level of Text Complexity</b>
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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	NH.CC.W. 6.	<b>Writing Standards</b>
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STANDARD / GLE		<b>Text Types and Purposes</b>
GRADE LEVEL EXPECTATION	W.6.3.	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>

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	NH.CC.W. 6.	<b>Writing Standards</b>
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STANDARD / GLE		<b>Production and Distribution of Writing</b>
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	NH.CC.W. 6.	<b>Writing Standards</b>
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STANDARD / GLE		<b>Range of Writing</b>
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	NH.CC.S L.6.	<b>Speaking and Listening Standards</b>
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STANDARD / GLE		<b>Comprehension and Collaboration</b>
GRADE LEVEL EXPECTATION	SL.6.1.	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
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** NH.CC.L. 6. **Language Standards**

STANDARD / GLE		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** NH.CC.L. 6. **Language Standards**

STANDARD / GLE		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** NH.CC.L. 6. **Language Standards**

STANDARD / GLE		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

**New Hampshire College and Career Ready Standards**

**Language Arts**

Grade 6 - Adopted: 2010

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

<b>STANDARD / GLE</b>		<b>Key Ideas and Details</b>
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**      **NH.CC.RI**      **Reading Standards for Informational Text**  
**.6.**

<b>STANDARD / GLE</b>		<b>Craft and Structure</b>
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
<b>STRAND / STANDARD</b>	<b>NH.CC.RI</b>	<b>Reading Standards for Informational Text</b>
<b>.6.</b>		

**STANDARD / GLE**

**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**      **NH.CC.W.**      **Writing Standards**  
**6.**

<b>STANDARD / GLE</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>W.6.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
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.
<b>STRAND / STANDARD</b>	<b>NH.CC.W.</b>	<b>Writing Standards</b>
<b>6.</b>		

STANDARD / GLE	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	NH.CC.W. 6. Writing Standards	
STANDARD / GLE	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	NH.CC.W. 6. Writing Standards	
STANDARD / GLE	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	NH.CC.S L.6. Speaking and Listening Standards	
STANDARD / GLE	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	NH.CC.L. 6. Language Standards	
STANDARD / GLE	Conventions of Standard English	

<b>GRADE LEVEL EXPECTATION</b>	L.6.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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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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<b>STRAND / STANDARD</b>	<b>NH.CC.L. 6.</b>	<b>Language Standards</b>
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<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
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<b>GRADE LEVEL EXPECTATION</b>	L.6.4.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</b>
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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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<b>STRAND / STANDARD</b>	<b>NH.CC.L. 6.</b>	<b>Language Standards</b>
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<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
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<b>GRADE LEVEL EXPECTATION</b>	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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### Lesson 10: Unit 4 Summarizing a Reference, p. 83-90

## New Hampshire College and Career Ready Standards

### Language Arts

#### Grade 6 - Adopted: 2010

<b>STRAND / STANDARD</b>	<b>NH.CC.RI .6.</b>	<b>Reading Standards for Informational Text</b>
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<b>STANDARD / GLE</b>		<b>Key Ideas and Details</b>
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<b>GRADE LEVEL EXPECTATION</b>	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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<b>GRADE LEVEL EXPECTATION</b>	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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<b>GRADE LEVEL EXPECTATION</b>	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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<b>STRAND / STANDARD</b>	<b>NH.CC.RI .6.</b>	<b>Reading Standards for Informational Text</b>
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<b>STANDARD / GLE</b>		<b>Craft and Structure</b>
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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

<b>STRAND / STANDARD</b>	<b>NH.CC.RI.6.</b>	<b>Reading Standards for Informational Text</b>
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<b>STANDARD / GLE</b>		<b>Integration of Knowledge and Ideas</b>
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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.

<b>STRAND / STANDARD</b>	<b>NH.CC.W.6.</b>	<b>Writing Standards</b>
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<b>STANDARD / GLE</b>		<b>Text Types and Purposes</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>W.6.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
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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.

<b>STRAND / STANDARD</b>	<b>NH.CC.W.6.</b>	<b>Writing Standards</b>
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<b>STANDARD / GLE</b>		<b>Production and Distribution of Writing</b>
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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.

<b>STRAND / STANDARD</b>	<b>NH.CC.W.6.</b>	<b>Writing Standards</b>
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<b>STANDARD / GLE</b>		<b>Research to Build and Present Knowledge</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>W.6.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
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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** NH.CC.W. **Writing Standards**  
6.

STANDARD / GLE		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** NH.CC.S L.6. **Speaking and Listening Standards**

STANDARD / GLE		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** NH.CC.L. 6. **Language Standards**

STANDARD / GLE		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** NH.CC.L. 6. **Language Standards**

STANDARD / GLE		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.
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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(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** NH.CC.L. 6. **Language Standards**

STANDARD / GLE		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

**New Hampshire College and Career Ready Standards**

**Language Arts**

**Grade 6 - Adopted: 2010**

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

STANDARD / GLE		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** NH.CC.RI .6. **Reading Standards for Informational Text**

STANDARD / GLE		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** NH.CC.RI .6. **Reading Standards for Informational Text**

STANDARD / GLE		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**    **NH.CC.W. Writing Standards**  
6.

<b>STANDARD / GLE</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXPECTATION</b>	W.6.2.	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
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**    **NH.CC.W. Writing Standards**  
6.

<b>STANDARD / GLE</b>		<b>Production and Distribution of Writing</b>
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**    **NH.CC.W. Writing Standards**  
6.

<b>STANDARD / GLE</b>		<b>Research to Build and Present Knowledge</b>
<b>GRADE LEVEL EXPECTATION</b>	W.6.9.	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
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**    **NH.CC.W. Writing Standards**  
6.

<b>STANDARD / GLE</b>		<b>Range of Writing</b>
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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.
<b>STRAND / STANDARD</b>	<b>NH.CC.S L.6.</b>	<b>Speaking and Listening Standards</b>
<b>STANDARD / GLE</b>		<b>Comprehension and Collaboration</b>
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.
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 6.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Conventions of Standard English</b>
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.
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 6.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
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**      **NH.CC.L. 6. Language Standards**

<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
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

**New Hampshire College and Career Ready Standards**

**Language Arts**

**Grade 6 - Adopted: 2010**

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

<b>STANDARD / GLE</b>		<b>Key Ideas and Details</b>
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**      **NH.CC.RI .6. Reading Standards for Informational Text**

<b>STANDARD / GLE</b>		<b>Craft and Structure</b>
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**      **NH.CC.RI .6. Reading Standards for Informational Text**

<b>STANDARD / GLE</b>		<b>Integration of Knowledge and Ideas</b>
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**      **NH.CC.W. 6. Writing Standards**

<b>STANDARD / GLE</b>		<b>Text Types and Purposes</b>
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**    **NH.CC.W. Writing Standards**  
6.

STANDARD / GLE		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**    **NH.CC.W. Writing Standards**  
6.

STANDARD / GLE		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**    **NH.CC.W. Writing Standards**  
6.

STANDARD / GLE		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**    **NH.CC.S. Speaking and Listening Standards**  
L.6.

STANDARD / GLE		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** NH.CC.L. 6. **Language Standards**

STANDARD / GLE		<b>Conventions of Standard English</b>
GRADE LEVEL EXPECTATION	L.6.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

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** NH.CC.L. 6. **Language Standards**

STANDARD / GLE		<b>Knowledge of Language</b>
GRADE LEVEL EXPECTATION	L.6.3.	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

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

STANDARD / GLE		<b>Vocabulary Acquisition and Use</b>
GRADE LEVEL EXPECTATION	L.6.4.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</b>

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(c)	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
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EXPECTATION	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** NH.CC.L. 6. **Language Standards**

<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
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<b>GRADE LEVEL EXPECTATION</b>	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Lesson 13: Unit 5 Writing from Pictures, p. 113-118

**New Hampshire College and Career Ready Standards**

**Language Arts**

Grade 6 - Adopted: 2010

<b>STRAND / STANDARD</b>	<b>NH.CC.W. Writing Standards 6.</b>
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<b>STANDARD / GLE</b>		<b>Production and Distribution of Writing</b>
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<b>GRADE LEVEL EXPECTATION</b>	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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<b>STRAND / STANDARD</b>	<b>NH.CC.S L.6. Speaking and Listening Standards</b>
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<b>STANDARD / GLE</b>		<b>Comprehension and Collaboration</b>
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<b>GRADE LEVEL EXPECTATION</b>	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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<b>EXPECTATION</b>	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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<b>EXPECTATION</b>	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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<b>EXPECTATION</b>	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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<b>EXPECTATION</b>	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
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<b>STRAND / STANDARD</b>	<b>NH.CC.S L.6. Speaking and Listening Standards</b>
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<b>STANDARD / GLE</b>		<b>Presentation of Knowledge and Ideas</b>
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<b>GRADE LEVEL EXPECTATION</b>	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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<b>STRAND / STANDARD</b>	<b>NH.CC.L. 6. Language Standards</b>
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STANDARD / GLE		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

## New Hampshire College and Career Ready Standards

### Language Arts

Grade 6 - Adopted: 2010

STRAND / STANDARD	NH.CC.W. Writing Standards 6.	
STANDARD / GLE		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	NH.CC.W. Writing Standards 6.	
STANDARD / GLE		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	NH.CC.W. Writing Standards 6.	
STANDARD / GLE		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	NH.CC.S L.6.	Speaking and Listening Standards
STANDARD / GLE		<b>Comprehension and Collaboration</b>
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	NH.CC.L. 6.	Language Standards
STANDARD / GLE		<b>Conventions of Standard English</b>
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	NH.CC.L. 6.	Language Standards
STANDARD / GLE		<b>Knowledge of Language</b>
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	NH.CC.L. 6.	Language Standards
STANDARD / GLE		<b>Vocabulary Acquisition and Use</b>
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.

# New Hampshire College and Career Ready Standards

## Language Arts

**Grade 6 - Adopted: 2010**

<b>STRAND / STANDARD</b>	<b>NH.CC.W. Writing Standards</b> 6.	
<b>STANDARD / GLE</b>	<b>Text Types and Purposes</b>	
<b>GRADE LEVEL EXPECTATION</b>	<b>W.6.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>
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.
<b>STRAND / STANDARD</b>	<b>NH.CC.W. Writing Standards</b> 6.	
<b>STANDARD / GLE</b>	<b>Production and Distribution of Writing</b>	
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.
<b>STRAND / STANDARD</b>	<b>NH.CC.W. Writing Standards</b> 6.	
<b>STANDARD / GLE</b>	<b>Range of Writing</b>	
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.
<b>STRAND / STANDARD</b>	<b>NH.CC.S</b> L.6.	<b>Speaking and Listening Standards</b>
<b>STANDARD / GLE</b>	<b>Comprehension and Collaboration</b>	
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** NH.CC.L. 6. **Language Standards**

STANDARD / GLE		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** NH.CC.L. 6. **Language Standards**

STANDARD / GLE		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	NH.CC.L. 6.	<b>Language Standards</b>

STANDARD / GLE		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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**New Hampshire College and Career Ready Standards**

**Language Arts**

Grade 6 - Adopted: 2010

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

STANDARD / GLE		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).
<b>STRAND / STANDARD</b>	<b>NH.CC.RI .6.</b>	<b>Reading Standards for Informational Text</b>
STANDARD / GLE		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
<b>STRAND / STANDARD</b>	<b>NH.CC.RI .6.</b>	<b>Reading Standards for Informational Text</b>
STANDARD / GLE		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.
<b>STRAND / STANDARD</b>	<b>NH.CC.W. 6.</b>	<b>Writing Standards</b>
STANDARD / GLE		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.
<b>STRAND / STANDARD</b>	<b>NH.CC.W. 6.</b>	<b>Writing Standards</b>
STANDARD / GLE		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.)
<b>STRAND / STANDARD</b>	<b>NH.CC.W. 6.</b>	<b>Writing Standards</b>
STANDARD / GLE		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.
<b>STRAND / STANDARD</b>	<b>NH.CC.W. 6.</b>	<b>Writing Standards</b>
STANDARD / GLE		<b>Research to Build and Present Knowledge</b>
GRADE LEVEL EXPECTATION	W.6.9.	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
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").
<b>STRAND / STANDARD</b>	<b>NH.CC.S L.6.</b>	<b>Speaking and Listening Standards</b>
STANDARD / GLE		<b>Comprehension and Collaboration</b>
GRADE LEVEL EXPECTATION	SL.6.1.	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
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.
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 6.</b>	<b>Language Standards</b>
STANDARD / GLE		<b>Vocabulary Acquisition and Use</b>
GRADE LEVEL EXPECTATION	L.6.4.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</b>
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).
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 6.</b>	<b>Language Standards</b>

STANDARD / GLE		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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## New Hampshire College and Career Ready Standards

### Language Arts

#### Grade 6 - Adopted: 2010

STRAND / STANDARD	NH.CC.RI .6.	Reading Standards for Informational Text
STANDARD / GLE		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	NH.CC.RI .6.	Reading Standards for Informational Text
STANDARD / GLE		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	NH.CC.RI .6.	Reading Standards for Informational Text
STANDARD / GLE		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	NH.CC.W. 6.	Writing Standards
STANDARD / GLE		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** NH.CC.W. **Writing Standards**  
6.

STANDARD / GLE		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	NH.CC.W. <b>Writing Standards</b>	
STANDARD / GLE		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	NH.CC.W. <b>Writing Standards</b>	
STANDARD / GLE		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	NH.CC.W. <b>Writing Standards</b>	
STANDARD / GLE		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	NH.CC.S L.6.	Speaking and Listening Standards
STANDARD / GLE		<b>Comprehension and Collaboration</b>
GRADE LEVEL EXPECTATION	SL.6.1.	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
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	NH.CC.L. 6.	Language Standards
STANDARD / GLE		<b>Conventions of Standard English</b>
GRADE LEVEL EXPECTATION	L.6.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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	NH.CC.L. 6.	Language Standards
STANDARD / GLE		<b>Knowledge of Language</b>
GRADE LEVEL EXPECTATION	L.6.3.	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
EXPECTATION	L.6.3(a)	Vary sentence patterns for meaning, reader/ listener interest, and style.
STRAND / STANDARD	NH.CC.L. 6.	Language Standards
STANDARD / GLE		<b>Vocabulary Acquisition and Use</b>
GRADE LEVEL EXPECTATION	L.6.4.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</b>
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).
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 6.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
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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## New Hampshire College and Career Ready Standards

### Language Arts

Grade 6 - Adopted: 2010

<b>STRAND / STANDARD</b>	<b>NH.CC.RI .6.</b>	<b>Reading Standards for Informational Text</b>
<b>STANDARD / GLE</b>		<b>Key Ideas and Details</b>
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).
<b>STRAND / STANDARD</b>	<b>NH.CC.RI .6.</b>	<b>Reading Standards for Informational Text</b>
<b>STANDARD / GLE</b>		<b>Craft and Structure</b>
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
<b>STRAND / STANDARD</b>	<b>NH.CC.RI .6.</b>	<b>Reading Standards for Informational Text</b>
<b>STANDARD / GLE</b>		<b>Integration of Knowledge and Ideas</b>
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.
<b>STRAND / STANDARD</b>	<b>NH.CC.W. 6.</b>	<b>Writing Standards</b>

<b>STANDARD / GLE</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXPECTATION</b>	W.6.2.	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
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.
<b>STRAND / STANDARD</b>	<b>NH.CC.W. 6.</b>	<b>Writing Standards</b>
<b>STANDARD / GLE</b>		<b>Production and Distribution of Writing</b>
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.)
<b>STRAND / STANDARD</b>	<b>NH.CC.W. 6.</b>	<b>Writing Standards</b>
<b>STANDARD / GLE</b>		<b>Research to Build and Present Knowledge</b>
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.
<b>STRAND / STANDARD</b>	<b>NH.CC.S L.6.</b>	<b>Speaking and Listening Standards</b>
<b>STANDARD / GLE</b>		<b>Comprehension and Collaboration</b>
<b>GRADE LEVEL EXPECTATION</b>	SL.6.1.	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
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	NH.CC.L. 6.	Language Standards
STANDARD / GLE		<b>Vocabulary Acquisition and Use</b>
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	NH.CC.L. 6.	Language Standards
STANDARD / GLE		<b>Vocabulary Acquisition and Use</b>
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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**Language Arts**

**Grade 6 - Adopted: 2010**

STRAND / STANDARD	NH.CC.RI .6.	Reading Standards for Informational Text
STANDARD / GLE		<b>Key Ideas and Details</b>
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	NH.CC.RI .6.	Reading Standards for Informational Text
STANDARD / GLE		<b>Craft and Structure</b>
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	NH.CC.RI .6.	Reading Standards for Informational Text

STANDARD / GLE	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.

**STRAND / STANDARD** NH.CC.W. **Writing Standards**  
6.

STANDARD / GLE	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** NH.CC.W. **Writing Standards**  
6.

STANDARD / GLE	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** NH.CC.W. **Writing Standards**  
6.

STANDARD / GLE	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** NH.CC.W. **Writing Standards**  
6.

<b>STANDARD / GLE</b>		<b>Research to Build and Present Knowledge</b>
<b>GRADE LEVEL EXPECTATION</b>	W.6.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>EXPECTATION</b>	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").
<b>STRAND / STANDARD</b>	<b>NH.CC.W. 6.</b>	<b>Writing Standards</b>
<b>STANDARD / GLE</b>		<b>Range of Writing</b>
<b>GRADE LEVEL EXPECTATION</b>	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.
<b>STRAND / STANDARD</b>	<b>NH.CC.S L.6.</b>	<b>Speaking and Listening Standards</b>
<b>STANDARD / GLE</b>		<b>Comprehension and Collaboration</b>
<b>GRADE LEVEL EXPECTATION</b>	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.
<b>EXPECTATION</b>	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.
<b>EXPECTATION</b>	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
<b>EXPECTATION</b>	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.
<b>EXPECTATION</b>	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 6.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION</b>	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
<b>EXPECTATION</b>	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
<b>EXPECTATION</b>	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 6.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Knowledge of Language</b>

<b>GRADE LEVEL EXPECTATION</b>	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.

<b>STRAND / STANDARD</b>	<b>NH.CC.L. 6.</b>	<b>Language Standards</b>
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<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
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<b>GRADE LEVEL EXPECTATION</b>	L.6.4.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</b>
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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).

<b>STRAND / STANDARD</b>	<b>NH.CC.L. 6.</b>	<b>Language Standards</b>
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<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
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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 20: Unit 7 Inventive Writing, p. 173-180

## New Hampshire College and Career Ready Standards

### Language Arts

Grade 6 - Adopted: 2010

<b>STRAND / STANDARD</b>	<b>NH.CC.W. 6.</b>	<b>Writing Standards</b>
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<b>STANDARD / GLE</b>		<b>Text Types and Purposes</b>
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<b>GRADE LEVEL EXPECTATION</b>	W.6.2.	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
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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**      **NH.CC.W. Writing Standards**  
**6.**

<b>STANDARD / GLE</b>		<b>Production and Distribution of Writing</b>
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**      **NH.CC.W. Writing Standards**  
**6.**

<b>STANDARD / GLE</b>		<b>Range of Writing</b>
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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**      **NH.CC.S L.6. Speaking and Listening Standards**

<b>STANDARD / GLE</b>		<b>Comprehension and Collaboration</b>
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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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**      **NH.CC.L. 6. Language Standards**

<b>STANDARD / GLE</b>		<b>Conventions of Standard English</b>
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).
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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**      **NH.CC.L. 6. Language Standards**

<b>STANDARD / GLE</b>		<b>Knowledge of Language</b>
<b>GRADE LEVEL EXPECTATION</b>	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**      **NH.CC.L. 6. Language Standards**

<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION</b>	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

**New Hampshire College and Career Ready Standards**

**Language Arts**

**Grade 6 - Adopted: 2010**

**STRAND / STANDARD**      **NH.CC.W. 6. Writing Standards**

<b>STANDARD / GLE</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXPECTATION</b>	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**      **NH.CC.W. 6. Writing Standards**

<b>STANDARD / GLE</b>		<b>Production and Distribution of Writing</b>
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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.
<b>STRAND / STANDARD</b>	<b>NH.CC.W. 6.</b>	<b>Writing Standards</b>
<b>STANDARD / GLE</b>		<b>Research to Build and Present Knowledge</b>
GRADE LEVEL EXPECTATION	W.6.9.	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
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").
<b>STRAND / STANDARD</b>	<b>NH.CC.W. 6.</b>	<b>Writing Standards</b>
<b>STANDARD / GLE</b>		<b>Range of Writing</b>
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.
<b>STRAND / STANDARD</b>	<b>NH.CC.S. L.6.</b>	<b>Speaking and Listening Standards</b>
<b>STANDARD / GLE</b>		<b>Comprehension and Collaboration</b>
GRADE LEVEL EXPECTATION	SL.6.1.	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
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.
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 6.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Conventions of Standard English</b>
GRADE LEVEL EXPECTATION	L.6.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

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.
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 6.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Knowledge of Language</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.6.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
EXPECTATION	L.6.3(a)	Vary sentence patterns for meaning, reader/ listener interest, and style.
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 6.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.6.6.</b>	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
<b>Lesson 22: Unit 7 Inventive Writing, p. 191-198</b>		
<b>New Hampshire College and Career Ready Standards</b>		
<b>Language Arts</b>		
<b>Grade 6 - Adopted: 2010</b>		
<b>STRAND / STANDARD</b>	<b>NH.CC.W. 6.</b>	<b>Writing Standards</b>
<b>STANDARD / GLE</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>W.6.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
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.
<b>STRAND / STANDARD</b>	<b>NH.CC.W. 6.</b>	<b>Writing Standards</b>

<b>STANDARD / GLE</b>		
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.
<b>STRAND / STANDARD</b>		
	<b>NH.CC.W. 6.</b>	<b>Writing Standards</b>
<b>STANDARD / GLE</b>		
		<b>Research to Build and Present Knowledge</b>
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").
<b>STRAND / STANDARD</b>		
	<b>NH.CC.W. 6.</b>	<b>Writing Standards</b>
<b>STANDARD / GLE</b>		
		<b>Range of Writing</b>
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.
<b>STRAND / STANDARD</b>		
	<b>NH.CC.S L.6.</b>	<b>Speaking and Listening Standards</b>
<b>STANDARD / GLE</b>		
		<b>Comprehension and Collaboration</b>
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.
<b>STRAND / STANDARD</b>		
	<b>NH.CC.L. 6.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		
		<b>Conventions of Standard English</b>

<b>GRADE LEVEL EXPECTATION</b>	L.6.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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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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<b>STRAND / STANDARD</b>	<b>NH.CC.L. 6.</b>	<b>Language Standards</b>
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<b>STANDARD / GLE</b>		<b>Knowledge of Language</b>
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<b>GRADE LEVEL EXPECTATION</b>	L.6.3.	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
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EXPECTATION	L.6.3(a)	Vary sentence patterns for meaning, reader/ listener interest, and style.
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<b>STRAND / STANDARD</b>	<b>NH.CC.L. 6.</b>	<b>Language Standards</b>
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<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
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<b>GRADE LEVEL EXPECTATION</b>	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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**Lesson 23: Unit 7 Inventive Writing, p. 199-204**

**New Hampshire College and Career Ready Standards**

**Language Arts**

**Grade 6 - Adopted: 2010**

<b>STRAND / STANDARD</b>	<b>NH.CC.W. 6.</b>	<b>Writing Standards</b>
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<b>STANDARD / GLE</b>		<b>Text Types and Purposes</b>
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<b>GRADE LEVEL EXPECTATION</b>	W.6.2.	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
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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**      **NH.CC.W. Writing Standards**  
6.

<b>STANDARD / GLE</b>		<b>Production and Distribution of Writing</b>
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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.
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**STRAND / STANDARD**      **NH.CC.W. Writing Standards**  
6.

<b>STANDARD / GLE</b>		<b>Research to Build and Present Knowledge</b>
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**      **NH.CC.W. Writing Standards**  
6.

<b>STANDARD / GLE</b>		<b>Range of Writing</b>
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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**      **NH.CC.S L.6. Speaking and Listening Standards**

<b>STANDARD / GLE</b>		<b>Comprehension and Collaboration</b>
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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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**      **NH.CC.L. 6. Language Standards**

<b>STANDARD / GLE</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION</b>	L.6.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

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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<b>STRAND / STANDARD</b>	<b>NH.CC.L. 6.</b>	<b>Language Standards</b>
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<b>STANDARD / GLE</b>		<b>Knowledge of Language</b>
<b>GRADE LEVEL EXPECTATION</b>	L.6.3.	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

EXPECTATION	L.6.3(a)	Vary sentence patterns for meaning, reader/ listener interest, and style.
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<b>STRAND / STANDARD</b>	<b>NH.CC.L. 6.</b>	<b>Language Standards</b>
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<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
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<b>GRADE LEVEL EXPECTATION</b>	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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**Lesson 24: Unit 8 Formal Essay Models, p. 205-214**

**New Hampshire College and Career Ready Standards**

**Language Arts**

**Grade 6 - Adopted: 2010**

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

<b>GRADE LEVEL EXPECTATION</b>	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.
<b>GRADE LEVEL EXPECTATION</b>	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).

<b>STRAND / STANDARD</b>	<b>NH.CC.RI .6.</b>	<b>Reading Standards for Informational Text</b>
<b>STANDARD / GLE</b>		<b>Craft and Structure</b>

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** NH.CC.RI .6. **Reading Standards for Informational Text**

STANDARD / GLE		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** NH.CC.W. 6. **Writing Standards**

STANDARD / GLE		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** NH.CC.W. 6. **Writing Standards**

STANDARD / GLE		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.
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**STRAND / STANDARD** NH.CC.W. 6. **Writing Standards**

STANDARD / GLE		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	NH.CC.S L.6.	Speaking and Listening Standards
STANDARD / GLE		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	NH.CC.L. 6.	Language Standards
STANDARD / GLE		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	NH.CC.L. 6.	Language Standards
STANDARD / GLE		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	NH.CC.L. 6.	Language Standards
STANDARD / GLE		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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<b>STRAND / STANDARD</b>	<b>NH.CC.L. 6.</b>	<b>Language Standards</b>
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<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
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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 25: Unit 8 Formal Essay Models, p. 215-224

## New Hampshire College and Career Ready Standards

### Language Arts

Grade 6 - Adopted: 2010

<b>STRAND / STANDARD</b>	<b>NH.CC.RI .6.</b>	<b>Reading Standards for Informational Text</b>
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<b>STANDARD / GLE</b>		<b>Key Ideas and Details</b>
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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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<b>STRAND / STANDARD</b>	<b>NH.CC.RI .6.</b>	<b>Reading Standards for Informational Text</b>
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<b>STANDARD / GLE</b>		<b>Craft and Structure</b>
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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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<b>STRAND / STANDARD</b>	<b>NH.CC.RI .6.</b>	<b>Reading Standards for Informational Text</b>
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<b>STANDARD / GLE</b>		<b>Integration of Knowledge and Ideas</b>
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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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<b>STRAND / STANDARD</b>	<b>NH.CC.W. 6.</b>	<b>Writing Standards</b>
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<b>STANDARD / GLE</b>		<b>Production and Distribution of Writing</b>
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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.
<b>STRAND / STANDARD</b>	<b>NH.CC.W. 6.</b>	<b>Writing Standards</b>
<b>STANDARD / GLE</b>		<b>Research to Build and Present Knowledge</b>
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.
<b>STRAND / STANDARD</b>	<b>NH.CC.W. 6.</b>	<b>Writing Standards</b>
<b>STANDARD / GLE</b>		<b>Range of Writing</b>
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.
<b>STRAND / STANDARD</b>	<b>NH.CC.S L.6.</b>	<b>Speaking and Listening Standards</b>
<b>STANDARD / GLE</b>		<b>Comprehension and Collaboration</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>SL.6.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
EXPECTATION	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.
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 6.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>

<b>GRADE LEVEL EXPECTATION</b>	L.6.4.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</b>
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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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<b>STRAND / STANDARD</b>	<b>NH.CC.L. 6.</b>	<b>Language Standards</b>
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<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
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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 26: Unit 8 Formal Essay Models, p. 225-230**

**New Hampshire College and Career Ready Standards**

**Language Arts**

**Grade 6 - Adopted: 2010**

<b>STRAND / STANDARD</b>	<b>NH.CC.W. 6.</b>	<b>Writing Standards</b>
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<b>STANDARD / GLE</b>		<b>Text Types and Purposes</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>W.6.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
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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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<b>STRAND / STANDARD</b>	<b>NH.CC.W. 6.</b>	<b>Writing Standards</b>
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<b>STANDARD / GLE</b>		<b>Production and Distribution of Writing</b>
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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.
<b>STRAND / STANDARD</b>	<b>NH.CC.W. 6.</b>	<b>Writing Standards</b>
<b>STANDARD / GLE</b>		<b>Range of Writing</b>
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.
<b>STRAND / STANDARD</b>	<b>NH.CC.S L.6.</b>	<b>Speaking and Listening Standards</b>
<b>STANDARD / GLE</b>		<b>Comprehension and Collaboration</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>SL.6.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
EXPECTATION	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.
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 6.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.6.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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.
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 6.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Knowledge of Language</b>

<b>GRADE LEVEL EXPECTATION</b>	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.
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 6.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>

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

**New Hampshire College and Career Ready Standards**

**Language Arts**

**Grade 6 - Adopted: 2010**

<b>STRAND / STANDARD</b>	<b>NH.CC.R L.6.</b>	<b>Reading Standards for Literature</b>
<b>STANDARD / GLE</b>		<b>Key Ideas and Details</b>
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.
<b>STRAND / STANDARD</b>	<b>NH.CC.R L.6.</b>	<b>Reading Standards for Literature</b>
<b>STANDARD / GLE</b>		<b>Craft and Structure</b>
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.
<b>STRAND / STANDARD</b>	<b>NH.CC.R L.6.</b>	<b>Reading Standards for Literature</b>
<b>STANDARD / GLE</b>		<b>Range of Reading and Level of Text Complexity</b>
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.
<b>STRAND / STANDARD</b>	<b>NH.CC.W. 6.</b>	<b>Writing Standards</b>

<b>STANDARD / GLE</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>W.6.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
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.
<b>STRAND / STANDARD</b>	<b>NH.CC.W. 6.</b>	<b>Writing Standards</b>
<b>STANDARD / GLE</b>		<b>Production and Distribution of Writing</b>
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.
<b>STRAND / STANDARD</b>	<b>NH.CC.W. 6.</b>	<b>Writing Standards</b>
<b>STANDARD / GLE</b>		<b>Range of Writing</b>
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.
<b>STRAND / STANDARD</b>	<b>NH.CC.S L.6.</b>	<b>Speaking and Listening Standards</b>
<b>STANDARD / GLE</b>		<b>Comprehension and Collaboration</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>SL.6.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
EXPECTATION	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.
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 6.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.6.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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.
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 6.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Knowledge of Language</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.6.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
EXPECTATION	L.6.3(a)	Vary sentence patterns for meaning, reader/ listener interest, and style.
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 6.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.6.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</b>
EXPECTATION	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).
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 6.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.6.6.</b>	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

## Language Arts

### Grade 6 - Adopted: 2010

#### STRAND / STANDARD      NH.CC.R L.6.      Reading Standards for Literature

STANDARD / GLE		Key Ideas and Details
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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      NH.CC.R L.6.      Reading Standards for Literature

STANDARD / GLE		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.

#### STRAND / STANDARD      NH.CC.RI .6.      Reading Standards for Informational Text

STANDARD / GLE		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).

#### STRAND / STANDARD      NH.CC.RI .6.      Reading Standards for Informational Text

STANDARD / GLE		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      NH.CC.RI .6.      Reading Standards for Informational Text

STANDARD / GLE		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.

#### STRAND / STANDARD      NH.CC.W. 6.      Writing Standards

STANDARD / GLE		Text Types and Purposes
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<b>GRADE LEVEL EXPECTATION</b>	<b>W.6.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
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.
<b>STRAND / STANDARD</b>	<b>NH.CC.W. 6.</b>	<b>Writing Standards</b>
<b>STANDARD / GLE</b>		<b>Production and Distribution of Writing</b>
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.
<b>STRAND / STANDARD</b>	<b>NH.CC.W. 6.</b>	<b>Writing Standards</b>
<b>STANDARD / GLE</b>		<b>Research to Build and Present Knowledge</b>
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.
<b>STRAND / STANDARD</b>	<b>NH.CC.W. 6.</b>	<b>Writing Standards</b>
<b>STANDARD / GLE</b>		<b>Range of Writing</b>
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.
<b>STRAND / STANDARD</b>	<b>NH.CC.S L.6.</b>	<b>Speaking and Listening Standards</b>
<b>STANDARD / GLE</b>		<b>Comprehension and Collaboration</b>
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** NH.CC.L. 6. **Language Standards**

STANDARD / GLE		<b>Conventions of Standard English</b>
GRADE LEVEL EXPECTATION	L.6.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

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** NH.CC.L. 6. **Language Standards**

STANDARD / GLE		<b>Knowledge of Language</b>
GRADE LEVEL EXPECTATION	L.6.3.	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

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

STANDARD / GLE		<b>Vocabulary Acquisition and Use</b>
GRADE LEVEL EXPECTATION	L.6.4.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</b>

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** NH.CC.L. 6. **Language Standards**

STANDARD / GLE		<b>Vocabulary Acquisition and Use</b>
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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 29: Unit 9 Formal Critique, p. 251-260**

**New Hampshire College and Career Ready Standards**

**Language Arts**

**Grade 6 - Adopted: 2010**

<b>STRAND / STANDARD</b>	<b>NH.CC.R L.6.</b>	<b>Reading Standards for Literature</b>
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<b>STANDARD / GLE</b>		<b>Key Ideas and Details</b>
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.

<b>STRAND / STANDARD</b>	<b>NH.CC.R L.6.</b>	<b>Reading Standards for Literature</b>
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<b>STANDARD / GLE</b>		<b>Craft and Structure</b>
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.

<b>STRAND / STANDARD</b>	<b>NH.CC.R L.6.</b>	<b>Reading Standards for Literature</b>
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<b>STANDARD / GLE</b>		<b>Range of Reading and Level of Text Complexity</b>
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.

<b>STRAND / STANDARD</b>	<b>NH.CC.W. 6.</b>	<b>Writing Standards</b>
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<b>STANDARD / GLE</b>		<b>Text Types and Purposes</b>
GRADE LEVEL EXPECTATION	W.6.2.	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>

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.
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** NH.CC.W. **Writing Standards**  
6.

STANDARD / GLE	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** NH.CC.W. **Writing Standards**  
6.

STANDARD / GLE	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** NH.CC.W. **Writing Standards**  
6.

STANDARD / GLE	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** NH.CC.S. **Speaking and Listening Standards**  
L.6.

STANDARD / GLE	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.
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 6.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.6.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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.
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 6.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Knowledge of Language</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.6.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
EXPECTATION	L.6.3(a)	Vary sentence patterns for meaning, reader/ listener interest, and style.
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 6.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.6.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</b>
EXPECTATION	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).
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 6.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.6.6.</b>	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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## Language Arts

### Grade 6 - Adopted: 2010

#### STRAND / STANDARD      NH.CC.R L.6.      Reading Standards for Literature

STANDARD / GLE		Key Ideas and Details
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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      NH.CC.R L.6.      Reading Standards for Literature

STANDARD / GLE		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.

#### STRAND / STANDARD      NH.CC.RI .6.      Reading Standards for Informational Text

STANDARD / GLE		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).

#### STRAND / STANDARD      NH.CC.RI .6.      Reading Standards for Informational Text

STANDARD / GLE		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      NH.CC.RI .6.      Reading Standards for Informational Text

STANDARD / GLE		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.

#### STRAND / STANDARD      NH.CC.W. 6.      Writing Standards

STANDARD / GLE		Text Types and Purposes
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<b>GRADE LEVEL EXPECTATION</b>	<b>W.6.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
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.
<b>STRAND / STANDARD</b>	<b>NH.CC.W. 6.</b>	<b>Writing Standards</b>
<b>STANDARD / GLE</b>		<b>Production and Distribution of Writing</b>
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.
<b>STRAND / STANDARD</b>	<b>NH.CC.W. 6.</b>	<b>Writing Standards</b>
<b>STANDARD / GLE</b>		<b>Research to Build and Present Knowledge</b>
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.
<b>STRAND / STANDARD</b>	<b>NH.CC.W. 6.</b>	<b>Writing Standards</b>
<b>STANDARD / GLE</b>		<b>Range of Writing</b>
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.
<b>STRAND / STANDARD</b>	<b>NH.CC.S L.6.</b>	<b>Speaking and Listening Standards</b>
<b>STANDARD / GLE</b>		<b>Comprehension and Collaboration</b>
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** NH.CC.L. 6. **Language Standards**

STANDARD / GLE		<b>Conventions of Standard English</b>
GRADE LEVEL EXPECTATION	L.6.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

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** NH.CC.L. 6. **Language Standards**

STANDARD / GLE		<b>Knowledge of Language</b>
GRADE LEVEL EXPECTATION	L.6.3.	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

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

STANDARD / GLE		<b>Vocabulary Acquisition and Use</b>
GRADE LEVEL EXPECTATION	L.6.4.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</b>

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** NH.CC.L. 6. **Language Standards**

STANDARD / GLE		<b>Vocabulary Acquisition and Use</b>
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GRADE LEVEL	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
EXPECTATION		