

# Main Criteria: Investigations in Writing

## Secondary Criteria: Rhode Island World-Class Standards

Subject: Language Arts

Grade: 6

### Investigations in Writing

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

## Rhode Island World-Class Standards

### Language Arts

Grade 6 - Adopted: 2021

#### DOMAIN

#### Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

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|---------------------------------|--|--|
| STATEMENT OF ENDURING KNOWLEDGE |  | Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H] |
| GSE STEM                        |  | Craft and Structure  |

SPECIFIC INDICATOR 4 Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

#### DOMAIN

#### Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

|                                 |  |  |
|---------------------------------|--|--|
| STATEMENT OF ENDURING KNOWLEDGE |  | Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H] |
| GSE STEM                        |  | Integration of Knowledge and Ideas   |

SPECIFIC INDICATOR 7 Integrate visual information (e.g., charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

#### DOMAIN

#### Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

|                                 |  |  |
|---------------------------------|--|--|
| STATEMENT OF ENDURING KNOWLEDGE |  | Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H] |
| GSE STEM                        |  | Range of Reading and Level of Text Complexity  |

SPECIFIC INDICATOR 10 Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.

#### DOMAIN

#### Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

|                                 |  |  |
|---------------------------------|--|--|
| STATEMENT OF ENDURING KNOWLEDGE |  | Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST] |
| GSE STEM                        |  | Key Ideas and Details  |

SPECIFIC INDICATOR 1 Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.)

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|--|----|---|
| SPECIFIC INDICATOR   | 2  | Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.  |
| <b>DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards</b>           |    |   |
| STATEMENT OF ENDURING KNOWLEDGE  |    | Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]  |
| GSE STEM   |    | Craft and Structure   |
| SPECIFIC INDICATOR   | 4  | Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.   |
| <b>DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards</b>           |    |   |
| STATEMENT OF ENDURING KNOWLEDGE  |    | Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]  |
| GSE STEM   |    | Range of Reading and Level of Text Complexity   |
| SPECIFIC INDICATOR   | 10 | Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.  |
| <b>DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]</b>                 |    |   |
| STATEMENT OF ENDURING KNOWLEDGE  |    | Production and Distribution of Writing  |
| GSE STEM   | 4  | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  |
| GSE STEM   | 5  | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.  |
| <b>DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]</b>                 |    |   |
| STATEMENT OF ENDURING KNOWLEDGE  |    | Research to Build and Present Knowledge   |
| GSE STEM   | 8  | When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
| GSE STEM   | 9  | Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)  |
| <b>DOMAIN Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]</b> |    |   |
| STATEMENT OF ENDURING KNOWLEDGE  |    | Comprehension and Collaboration   |
| GSE STEM   | 1  | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.   |

|                    |      |  |
|--------------------|------|--|
| SPECIFIC INDICATOR | 1.a. | Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) |
| SPECIFIC INDICATOR | 1.b. | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.   |
| SPECIFIC INDICATOR | 1.c. | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.   |
| SPECIFIC INDICATOR | 1.d. | Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.   |

**DOMAIN**

**Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

|  |   |   |
|--|---|---|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |   | <b>Presentation of Knowledge and Ideas</b>  |
| GSE STEM                               | 4 | Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate vocabulary, eye contact, volume, and pronunciation. |

**DOMAIN**

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

|  |   |   |
|--|---|---|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |   | <b>Key Ideas and Details</b>  |
| GSE STEM                               | 1 | Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text. |
| GSE STEM                               | 2 | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.  |

**DOMAIN**

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

|  |   |   |
|--|---|---|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |   | <b>Craft and Structure</b>  |
| GSE STEM                               | 4 | Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. |

**DOMAIN**

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

|  |   |  |
|--|---|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |   | <b>Production and Distribution of Writing</b>  |
| GSE STEM                               | 4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| GSE STEM                               | 5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.                        |

**DOMAIN** **College and Career Readiness Anchor Standards for Writing**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Research to Build and Present Knowledge</b> |
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|          |   |   |
|----------|---|---|
| GSE STEM | 9 | Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research. |
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**DOMAIN** **College and Career Readiness Anchor Standards for Speaking and Listening**

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|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Comprehension and Collaboration</b> |
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|----------|---|--|
| GSE STEM | 1 | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. |
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|----------|---|--|
| GSE STEM | 2 | Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. |
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**DOMAIN** **College and Career Readiness Anchor Standards for Speaking and Listening**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Presentation of Knowledge and Ideas</b> |
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|                 |          |  |
|-----------------|----------|--|
| <b>GSE STEM</b> | <b>4</b> | <b>Present information, findings, and supporting evidence such that:</b> |
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|                           |  |  |
|---------------------------|--|--|
| <b>SPECIFIC INDICATOR</b> |  | The organization, development, vocabulary, and style are appropriate to task, purpose, and audience. |
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**DOMAIN** **College and Career Readiness Anchor Standards for Language**

|  |  |                                       |
|--|--|---------------------------------------|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Vocabulary Acquisition and Use</b> |
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|----------|---|---|
| GSE STEM | 4 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. |
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|          |   |  |
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| GSE STEM | 6 | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge. |
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**DOMAIN** **Grade 6 Reading Standards**

|  |  |  |
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| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Grade 6 Reading Standards for Informational Text [RI]</b> |
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|-----------------|--|------------------------------|
| <b>GSE STEM</b> |  | <b>Key Ideas and Details</b> |
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| <b>SPECIFIC INDICATOR</b> | 1 | Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 6 Writing Standard 8 for more on quoting and paraphrasing.) |
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| <b>SPECIFIC INDICATOR</b> | 2 | Determine a text's central idea(s) and how particular details help convey the idea(s); provide a summary of a text distinct from personal opinions or judgments. |
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| SPECIFIC INDICATOR | 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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**DOMAIN** **Grade 6 Reading Standards**

|                                 |  |   |
|---------------------------------|--|---|
| STATEMENT OF ENDURING KNOWLEDGE |  | Grade 6 Reading Standards for Informational Text [RI] |
| GSE STEM                        |  | Craft and Structure                                   |

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|--------------------|---|--|
| SPECIFIC INDICATOR | 4 | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; explain how word choice affects meaning and tone. (See grade 6 Language Standards 4–6 on applying knowledge of vocabulary to reading.) |
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**DOMAIN** **Grade 6 Reading Standards**

|                                 |  |   |
|---------------------------------|--|---|
| STATEMENT OF ENDURING KNOWLEDGE |  | Grade 6 Reading Standards for Informational Text [RI] |
| GSE STEM                        |  | Range of Reading and Level of Text Complexity         |

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| SPECIFIC INDICATOR | 10 | Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 6. |
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**DOMAIN** **Grade 6 Writing Standards [W]**

|                                 |   |   |
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| STATEMENT OF ENDURING KNOWLEDGE |   | Text Types and Purposes   |
| GSE STEM                        | 3 | Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences. |

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| SPECIFIC INDICATOR | 3.b. | Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. |
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| SPECIFIC INDICATOR | 3.d. | Use precise words and phrases, relevant descriptive details, figurative and sensory language, and techniques such as personification (e.g., “the fog crept in”) to convey experiences or events. |
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**DOMAIN** **Grade 6 Writing Standards [W]**

|                                 |  |  |
|---------------------------------|--|--|
| STATEMENT OF ENDURING KNOWLEDGE |  | Production and Distribution of Writing |
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|          |   |  |
|----------|---|--|
| GSE STEM | 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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**DOMAIN** **Grade 6 Writing Standards [W]**

|                                 |  |   |
|---------------------------------|--|---|
| STATEMENT OF ENDURING KNOWLEDGE |  | Research to Build and Present Knowledge |
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|          |   |   |
|----------|---|---|
| GSE STEM | 8 | When conducting research, gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. |
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|          |   |  |
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| GSE STEM | 9 | Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 6 standards for Reading Literature or Reading Informational Text as needed. |
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**DOMAIN** **Grade 6 Speaking and Listening Standards [SL]**

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| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |          | <b>Comprehension and Collaboration</b>   |
| <b>GSE STEM</b>                        | <b>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>   |
| SPECIFIC INDICATOR                     | 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. (See grade 6 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.) |
| SPECIFIC INDICATOR                     | 1.b.     | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.   |
| SPECIFIC INDICATOR                     | 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.   |
| SPECIFIC INDICATOR                     | 1.d.     | Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.   |

**DOMAIN** **Grade 6 Speaking and Listening Standards [SL]**

|  |   |   |
|--|---|---|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |   | <b>Presentation of Knowledge and Ideas</b>  |
| GSE STEM                               | 4 | Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate vocabulary, eye contact, volume, and pronunciation. (See grade 6 Language Standards 4–6 for specific expectations regarding vocabulary.) |

**DOMAIN** **Grade 6 Language Standards [L]**

|  |          |   |
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| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |          | <b>Knowledge of Language</b>  |
| <b>GSE STEM</b>                        | <b>3</b> | <b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>                   |
| SPECIFIC INDICATOR                     | 3.a.     | Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest. |

**DOMAIN** **Grade 6 Language Standards [L]**

|  |          |   |
|--|----------|---|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |          | <b>Vocabulary Acquisition and Use</b>   |
| <b>GSE STEM</b>                        | <b>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> |
| SPECIFIC INDICATOR                     | 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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| SPECIFIC INDICATOR | 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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**DOMAIN** **Grade 6 Language Standards [L]**

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|---------------------------------|--|--------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Vocabulary Acquisition and Use |
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| GSE STEM | 6 | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 6 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 6 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.) |
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**Rhode Island World-Class Standards**

**Language Arts**  
Grade 6 - Adopted: 2021

**DOMAIN** **Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

|                                 |  |  |
|---------------------------------|--|--|
| STATEMENT OF ENDURING KNOWLEDGE |  | Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H] |
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| GSE STEM |  | Craft and Structure |
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|                    |   |   |
|--------------------|---|---|
| SPECIFIC INDICATOR | 4 | Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. |
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**DOMAIN** **Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

|                                 |  |  |
|---------------------------------|--|--|
| STATEMENT OF ENDURING KNOWLEDGE |  | Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H] |
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| GSE STEM |  | Integration of Knowledge and Ideas |
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| SPECIFIC INDICATOR | 7 | Integrate visual information (e.g., charts, graphs, photographs, videos, or maps) with other information in print and digital texts. |
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**DOMAIN** **Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

|                                 |  |  |
|---------------------------------|--|--|
| STATEMENT OF ENDURING KNOWLEDGE |  | Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H] |
|---------------------------------|--|--|

|          |  |   |
|----------|--|---|
| GSE STEM |  | Range of Reading and Level of Text Complexity |
|----------|--|---|

|                    |    |   |
|--------------------|----|---|
| SPECIFIC INDICATOR | 10 | Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course. |
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**DOMAIN** **Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

|                                 |  |  |
|---------------------------------|--|--|
| STATEMENT OF ENDURING KNOWLEDGE |  | Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST] |
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|          |  |                       |
|----------|--|-----------------------|
| GSE STEM |  | Key Ideas and Details |
|----------|--|-----------------------|

|                    |   |  |
|--------------------|---|--|
| SPECIFIC INDICATOR | 1 | Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.) |
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|                    |   |  |
|--------------------|---|--|
| SPECIFIC INDICATOR | 2 | Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. |
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**DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

|                                 |  |  |
|---------------------------------|--|--|
| STATEMENT OF ENDURING KNOWLEDGE |  | Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST] |
| GSE STEM                        |  | Craft and Structure  |

|                    |   |   |
|--------------------|---|---|
| SPECIFIC INDICATOR | 4 | Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics. |
|--------------------|---|---|

**DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

|                                 |  |  |
|---------------------------------|--|--|
| STATEMENT OF ENDURING KNOWLEDGE |  | Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST] |
| GSE STEM                        |  | Range of Reading and Level of Text Complexity  |

|                    |    |  |
|--------------------|----|--|
| SPECIFIC INDICATOR | 10 | Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course. |
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**DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

|                                 |   |   |
|---------------------------------|---|---|
| STATEMENT OF ENDURING KNOWLEDGE |   | Text Types and Purposes                                 |
| GSE STEM                        | 1 | Write arguments focused on discipline-specific content. |

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| SPECIFIC INDICATOR | 1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
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**DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

|                                 |   |   |
|---------------------------------|---|---|
| STATEMENT OF ENDURING KNOWLEDGE |   | Text Types and Purposes   |
| GSE STEM                        | 2 | Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. |

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|--------------------|------|---|
| SPECIFIC INDICATOR | 2.a. | Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
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| SPECIFIC INDICATOR | 2.b. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. |
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| SPECIFIC INDICATOR | 2.c. | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas, concepts, or procedures. |
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| SPECIFIC INDICATOR | 2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic.                          |
| SPECIFIC INDICATOR | 2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).            |
| SPECIFIC INDICATOR | 2.f. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |

**DOMAIN** **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

|  |   |  |
|--|---|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |   | <b>Production and Distribution of Writing</b>  |
| GSE STEM                               | 4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.   |
| GSE STEM                               | 5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. |

**DOMAIN** **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

|  |   |  |
|--|---|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |   | <b>Research to Build and Present Knowledge</b>   |
| GSE STEM                               | 9 | Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) |

**DOMAIN** **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

|  |    |  |
|--|----|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |    | <b>Range of Writing</b>  |
| GSE STEM                               | 10 | Write routinely over extended time frames (time for 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. |

**DOMAIN** **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

|  |          |  |
|--|----------|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |          | <b>Comprehension and Collaboration</b>   |
| <b>GSE STEM</b>                        | <b>1</b> | <b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>   |
| SPECIFIC INDICATOR                     | 1.a.     | Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) |
| SPECIFIC INDICATOR                     | 1.b.     | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.   |
| SPECIFIC INDICATOR                     | 1.c.     | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.   |

|                    |      |  |
|--------------------|------|--|
| SPECIFIC INDICATOR | 1.d. | Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. |
|--------------------|------|--|

**DOMAIN** **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

|                                 |  |                                     |
|---------------------------------|--|-------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Presentation of Knowledge and Ideas |
|---------------------------------|--|-------------------------------------|

|          |   |   |
|----------|---|---|
| GSE STEM | 4 | Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate vocabulary, eye contact, volume, and pronunciation. |
|----------|---|---|

**DOMAIN** **College and Career Readiness Anchor Standards for Reading**

|                                 |  |                       |
|---------------------------------|--|-----------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Key Ideas and Details |
|---------------------------------|--|-----------------------|

|          |   |   |
|----------|---|---|
| GSE STEM | 1 | Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text. |
|----------|---|---|

|          |   |  |
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| GSE STEM | 2 | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
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**DOMAIN** **College and Career Readiness Anchor Standards for Reading**

|                                 |  |                     |
|---------------------------------|--|---------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Craft and Structure |
|---------------------------------|--|---------------------|

|          |   |   |
|----------|---|---|
| GSE STEM | 4 | Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. |
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**DOMAIN** **College and Career Readiness Anchor Standards for Writing**

|                                 |  |                         |
|---------------------------------|--|-------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Text Types and Purposes |
|---------------------------------|--|-------------------------|

|          |   |  |
|----------|---|--|
| GSE STEM | 2 | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
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**DOMAIN** **College and Career Readiness Anchor Standards for Writing**

|                                 |  |  |
|---------------------------------|--|--|
| STATEMENT OF ENDURING KNOWLEDGE |  | Production and Distribution of Writing |
|---------------------------------|--|--|

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

|          |   |   |
|----------|---|---|
| GSE STEM | 5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
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**DOMAIN** **College and Career Readiness Anchor Standards for Writing**

|  |  |                         |
|--|--|-------------------------|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Range of Writing</b> |
|--|--|-------------------------|

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

**DOMAIN** **College and Career Readiness Anchor Standards for Speaking and Listening**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Comprehension and Collaboration</b> |
|--|--|--|

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|----------|---|--|
| GSE STEM | 1 | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. |
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|----------|---|--|
| GSE STEM | 2 | Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. |
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**DOMAIN** **College and Career Readiness Anchor Standards for Speaking and Listening**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Presentation of Knowledge and Ideas</b> |
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|                 |          |  |
|-----------------|----------|--|
| <b>GSE STEM</b> | <b>4</b> | <b>Present information, findings, and supporting evidence such that:</b> |
|-----------------|----------|--|

|                    |  |  |
|--------------------|--|--|
| SPECIFIC INDICATOR |  | The organization, development, vocabulary, and style are appropriate to task, purpose, and audience. |
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**DOMAIN** **College and Career Readiness Anchor Standards for Language**

|  |  |                                       |
|--|--|---------------------------------------|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Vocabulary Acquisition and Use</b> |
|--|--|---------------------------------------|

|          |   |   |
|----------|---|---|
| GSE STEM | 4 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. |
|----------|---|---|

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|----------|---|--|
| GSE STEM | 6 | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge. |
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**DOMAIN** **Grade 6 Reading Standards**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Grade 6 Reading Standards for Informational Text [RI]</b> |
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|                 |  |                              |
|-----------------|--|------------------------------|
| <b>GSE STEM</b> |  | <b>Key Ideas and Details</b> |
|-----------------|--|------------------------------|

|                    |   |  |
|--------------------|---|--|
| SPECIFIC INDICATOR | 1 | Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 6 Writing Standard 8 for more on quoting and paraphrasing.) |
|--------------------|---|--|

|                    |   |  |
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| SPECIFIC INDICATOR | 2 | Determine a text's central idea(s) and how particular details help convey the idea(s); provide a summary of a text distinct from personal opinions or judgments. |
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| SPECIFIC INDICATOR | 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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**DOMAIN** **Grade 6 Reading Standards**

|  |   |  |
|--|---|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |   | <b>Grade 6 Reading Standards for Informational Text [RI]</b>   |
| <b>GSE STEM</b>                        |   | <b>Craft and Structure</b>   |
| SPECIFIC INDICATOR                     | 4 | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; explain how word choice affects meaning and tone. (See grade 6 Language Standards 4–6 on applying knowledge of vocabulary to reading.) |

**DOMAIN** **Grade 6 Reading Standards**

|  |    |   |
|--|----|---|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |    | <b>Grade 6 Reading Standards for Informational Text [RI]</b>  |
| <b>GSE STEM</b>                        |    | <b>Range of Reading and Level of Text Complexity</b>  |
| SPECIFIC INDICATOR                     | 10 | Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 6. |

**DOMAIN** **Grade 6 Writing Standards [W]**

|  |      |   |
|--|------|---|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |      | <b>Text Types and Purposes</b>  |
| <b>GSE STEM</b>                        | 1    | <b>Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.</b> |
| SPECIFIC INDICATOR                     | 1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).                                     |

**DOMAIN** **Grade 6 Writing Standards [W]**

|  |      |   |
|--|------|---|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |      | <b>Text Types and Purposes</b>  |
| <b>GSE STEM</b>                        | 2    | <b>Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>  |
| SPECIFIC INDICATOR                     | 2.a. | Introduce a topic; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| SPECIFIC INDICATOR                     | 2.b. | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.  |
| SPECIFIC INDICATOR                     | 2.c. | Use appropriate transitions to clarify the relationships among ideas and concepts.  |
| SPECIFIC INDICATOR                     | 2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic.   |

|                    |      |   |
|--------------------|------|---|
| SPECIFIC INDICATOR | 2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| SPECIFIC INDICATOR | 2.f. | Provide a concluding statement or section that follows from the information or explanation presented.   |

**DOMAIN** **Grade 6 Writing Standards [W]**

|                                 |      |   |
|---------------------------------|------|---|
| STATEMENT OF ENDURING KNOWLEDGE |      | Text Types and Purposes   |
| GSE STEM                        | 3    | Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences. |
| SPECIFIC INDICATOR              | 3.b. | Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.                             |

|                    |      |  |
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| SPECIFIC INDICATOR | 3.d. | Use precise words and phrases, relevant descriptive details, figurative and sensory language, and techniques such as personification (e.g., “the fog crept in”) to convey experiences or events. |
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**DOMAIN** **Grade 6 Writing Standards [W]**

|                                 |   |  |
|---------------------------------|---|--|
| STATEMENT OF ENDURING KNOWLEDGE |   | Production and Distribution of Writing   |
| GSE STEM                        | 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.) |

**DOMAIN** **Grade 6 Writing Standards [W]**

|                                 |      |   |
|---------------------------------|------|---|
| STATEMENT OF ENDURING KNOWLEDGE |      | Production and Distribution of Writing  |
| GSE STEM                        | 5    | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.               |
| SPECIFIC INDICATOR              | 5.a. | Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 6).   |
| SPECIFIC INDICATOR              | 5.b. | Demonstrate the ability to select accurate vocabulary (as described in Language Standards 4–6 up to and including grade 6). |

**DOMAIN** **Grade 6 Writing Standards [W]**

|                                 |    |   |
|---------------------------------|----|---|
| STATEMENT OF ENDURING KNOWLEDGE |    | Range of Writing  |
| GSE STEM                        | 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. |

**DOMAIN** **Grade 6 Speaking and Listening Standards [SL]**

|                                 |  |                                 |
|---------------------------------|--|---------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Comprehension and Collaboration |
|---------------------------------|--|---------------------------------|

|                    |          |  |
|--------------------|----------|--|
| <b>GSE STEM</b>    | <b>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>   |
| SPECIFIC INDICATOR | 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. (See grade 6 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.) |
| SPECIFIC INDICATOR | 1.b.     | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.   |
| SPECIFIC INDICATOR | 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.   |
| SPECIFIC INDICATOR | 1.d.     | Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.   |

**DOMAIN**

**Grade 6 Speaking and Listening Standards [SL]**

|  |   |   |
|--|---|---|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |   | <b>Presentation of Knowledge and Ideas</b>  |
| GSE STEM                               | 4 | Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate vocabulary, eye contact, volume, and pronunciation. (See grade 6 Language Standards 4–6 for specific expectations regarding vocabulary.) |

**DOMAIN**

**Grade 6 Language Standards [L]**

|  |          |  |
|--|----------|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |          | <b>Conventions of Standard English</b>   |
| <b>GSE STEM</b>                        | <b>1</b> | <b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 6 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)</b> |
| <b>SPECIFIC INDICATOR</b>              |          | <b>Sentence Structure, Variety, and Meaning</b>  |
| INDICATOR                              | 1.c.     | Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.   |

**DOMAIN**

**Grade 6 Language Standards [L]**

|  |          |   |
|--|----------|---|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |          | <b>Knowledge of Language</b>  |
| <b>GSE STEM</b>                        | <b>3</b> | <b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>                   |
| SPECIFIC INDICATOR                     | 3.a.     | Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest. |

**DOMAIN**

**Grade 6 Language Standards [L]**

|  |  |                                       |
|--|--|---------------------------------------|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Vocabulary Acquisition and Use</b> |
|--|--|---------------------------------------|

|                    |          |   |
|--------------------|----------|---|
| <b>GSE STEM</b>    | <b>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> |
| SPECIFIC INDICATOR | 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.                 |
| SPECIFIC INDICATOR | 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).                               |

**DOMAIN** **Grade 6 Language Standards [L]**

|  |   |   |
|--|---|---|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |   | <b>Vocabulary Acquisition and Use</b>   |
| GSE STEM                               | 6 | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 6 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 6 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.) |

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

**Rhode Island World-Class Standards**

**Language Arts**

**Grade 6 - Adopted: 2021**

**DOMAIN** **Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

|  |   |   |
|--|---|---|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |   | <b>Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]</b>   |
| <b>GSE STEM</b>                        |   | <b>Craft and Structure</b>  |
| SPECIFIC INDICATOR                     | 4 | Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. |

**DOMAIN** **Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

|  |    |   |
|--|----|---|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |    | <b>Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]</b>                                   |
| <b>GSE STEM</b>                        |    | <b>Range of Reading and Level of Text Complexity</b>  |
| SPECIFIC INDICATOR                     | 10 | Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course. |

**DOMAIN** **Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

|  |   |  |
|--|---|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |   | <b>Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]</b>  |
| <b>GSE STEM</b>                        |   | <b>Key Ideas and Details</b>   |
| SPECIFIC INDICATOR                     | 1 | Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.) |

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|--------------------|---|--|
| SPECIFIC INDICATOR | 2 | Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. |
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**DOMAIN**

**Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

|                                 |  |  |
|---------------------------------|--|--|
| STATEMENT OF ENDURING KNOWLEDGE |  | Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST] |
| GSE STEM                        |  | Craft and Structure  |

|                    |   |   |
|--------------------|---|---|
| SPECIFIC INDICATOR | 4 | Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics. |
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**DOMAIN**

**Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

|                                 |  |  |
|---------------------------------|--|--|
| STATEMENT OF ENDURING KNOWLEDGE |  | Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST] |
| GSE STEM                        |  | Range of Reading and Level of Text Complexity  |

|                    |    |  |
|--------------------|----|--|
| SPECIFIC INDICATOR | 10 | Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course. |
|--------------------|----|--|

**DOMAIN**

**Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

|                                 |   |   |
|---------------------------------|---|---|
| STATEMENT OF ENDURING KNOWLEDGE |   | Text Types and Purposes                                 |
| GSE STEM                        | 1 | Write arguments focused on discipline-specific content. |

|                    |      |   |
|--------------------|------|---|
| SPECIFIC INDICATOR | 1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
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**DOMAIN**

**Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

|                                 |   |   |
|---------------------------------|---|---|
| STATEMENT OF ENDURING KNOWLEDGE |   | Text Types and Purposes   |
| GSE STEM                        | 2 | Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. |

|                    |      |   |
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| SPECIFIC INDICATOR | 2.a. | Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
|--------------------|------|---|

|                    |      |   |
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| SPECIFIC INDICATOR | 2.b. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. |
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|--------------------|------|---|
| SPECIFIC INDICATOR | 2.c. | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas, concepts, or procedures. |
|--------------------|------|---|

|                    |      |   |
|--------------------|------|---|
| SPECIFIC INDICATOR | 2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
|--------------------|------|---|

|                    |      |  |
|--------------------|------|--|
| SPECIFIC INDICATOR | 2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).            |
| SPECIFIC INDICATOR | 2.f. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |

**DOMAIN** **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

|  |   |  |
|--|---|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |   | <b>Production and Distribution of Writing</b>  |
| GSE STEM                               | 4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.   |
| GSE STEM                               | 5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. |

**DOMAIN** **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

|  |   |   |
|--|---|---|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |   | <b>Research to Build and Present Knowledge</b>  |
| GSE STEM                               | 8 | When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
| GSE STEM                               | 9 | Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)  |

**DOMAIN** **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

|  |    |  |
|--|----|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |    | <b>Range of Writing</b>  |
| GSE STEM                               | 10 | Write routinely over extended time frames (time for 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. |

**DOMAIN** **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

|  |          |  |
|--|----------|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |          | <b>Comprehension and Collaboration</b>   |
| <b>GSE STEM</b>                        | <b>1</b> | <b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>   |
| SPECIFIC INDICATOR                     | 1.a.     | Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) |
| SPECIFIC INDICATOR                     | 1.b.     | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.   |

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| SPECIFIC INDICATOR | 1.c. | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. |
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| SPECIFIC INDICATOR | 1.d. | Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. |
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**DOMAIN** **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Presentation of Knowledge and Ideas</b> |
|--|--|--|

|          |   |   |
|----------|---|---|
| GSE STEM | 4 | Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate vocabulary, eye contact, volume, and pronunciation. |
|----------|---|---|

**DOMAIN** **College and Career Readiness Anchor Standards for Reading**

|  |  |                              |
|--|--|------------------------------|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Key Ideas and Details</b> |
|--|--|------------------------------|

|          |   |   |
|----------|---|---|
| GSE STEM | 1 | Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text. |
|----------|---|---|

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

**DOMAIN** **College and Career Readiness Anchor Standards for Reading**

|  |  |                            |
|--|--|----------------------------|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Craft and Structure</b> |
|--|--|----------------------------|

|          |   |   |
|----------|---|---|
| GSE STEM | 4 | Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. |
|----------|---|---|

**DOMAIN** **College and Career Readiness Anchor Standards for Writing**

|  |  |                                |
|--|--|--------------------------------|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Text Types and Purposes</b> |
|--|--|--------------------------------|

|          |   |  |
|----------|---|--|
| GSE STEM | 2 | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
|----------|---|--|

**DOMAIN** **College and Career Readiness Anchor Standards for Writing**

|  |  |   |
|--|--|---|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Production and Distribution of Writing</b> |
|--|--|---|

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

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

**DOMAIN** **College and Career Readiness Anchor Standards for Writing**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Research to Build and Present Knowledge</b> |
|--|--|--|

|          |   |   |
|----------|---|---|
| GSE STEM | 9 | Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research. |
|----------|---|---|

**DOMAIN** **College and Career Readiness Anchor Standards for Writing**

|  |  |                         |
|--|--|-------------------------|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Range of Writing</b> |
|--|--|-------------------------|

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

**DOMAIN** **College and Career Readiness Anchor Standards for Speaking and Listening**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Comprehension and Collaboration</b> |
|--|--|--|

|          |   |  |
|----------|---|--|
| GSE STEM | 1 | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. |
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|----------|---|--|
| GSE STEM | 2 | Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. |
|----------|---|--|

**DOMAIN** **College and Career Readiness Anchor Standards for Speaking and Listening**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Presentation of Knowledge and Ideas</b> |
|--|--|--|

|                 |          |  |
|-----------------|----------|--|
| <b>GSE STEM</b> | <b>4</b> | <b>Present information, findings, and supporting evidence such that:</b> |
|-----------------|----------|--|

|                           |  |  |
|---------------------------|--|--|
| <b>SPECIFIC INDICATOR</b> |  | The organization, development, vocabulary, and style are appropriate to task, purpose, and audience. |
|---------------------------|--|--|

**DOMAIN** **College and Career Readiness Anchor Standards for Language**

|  |  |                                       |
|--|--|---------------------------------------|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Vocabulary Acquisition and Use</b> |
|--|--|---------------------------------------|

|          |   |   |
|----------|---|---|
| GSE STEM | 4 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. |
|----------|---|---|

|          |   |  |
|----------|---|--|
| GSE STEM | 6 | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge. |
|----------|---|--|

**DOMAIN** **Grade 6 Reading Standards**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Grade 6 Reading Standards for Informational Text [RI]</b> |
|--|--|--|

|                 |  |                              |
|-----------------|--|------------------------------|
| <b>GSE STEM</b> |  | <b>Key Ideas and Details</b> |
|-----------------|--|------------------------------|

|                    |   |  |
|--------------------|---|--|
| SPECIFIC INDICATOR | 1 | Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 6 Writing Standard 8 for more on quoting and paraphrasing.) |
| SPECIFIC INDICATOR | 2 | Determine a text's central idea(s) and how particular details help convey the idea(s); provide a summary of a text distinct from personal opinions or judgments.   |
| SPECIFIC INDICATOR | 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).   |

**DOMAIN** **Grade 6 Reading Standards**

|                                 |  |   |
|---------------------------------|--|---|
| STATEMENT OF ENDURING KNOWLEDGE |  | Grade 6 Reading Standards for Informational Text [RI] |
| GSE STEM                        |  | Craft and Structure                                   |

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|--------------------|---|--|
| SPECIFIC INDICATOR | 4 | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; explain how word choice affects meaning and tone. (See grade 6 Language Standards 4–6 on applying knowledge of vocabulary to reading.) |
|--------------------|---|--|

**DOMAIN** **Grade 6 Reading Standards**

|                                 |  |   |
|---------------------------------|--|---|
| STATEMENT OF ENDURING KNOWLEDGE |  | Grade 6 Reading Standards for Informational Text [RI] |
| GSE STEM                        |  | Range of Reading and Level of Text Complexity         |

|                    |    |   |
|--------------------|----|---|
| SPECIFIC INDICATOR | 10 | Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 6. |
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**DOMAIN** **Grade 6 Writing Standards [W]**

|                                 |   |  |
|---------------------------------|---|--|
| STATEMENT OF ENDURING KNOWLEDGE |   | Text Types and Purposes  |
| GSE STEM                        | 1 | Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence. |

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|--------------------|------|---|
| SPECIFIC INDICATOR | 1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
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**DOMAIN** **Grade 6 Writing Standards [W]**

|                                 |   |   |
|---------------------------------|---|---|
| STATEMENT OF ENDURING KNOWLEDGE |   | Text Types and Purposes   |
| GSE STEM                        | 2 | Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. |

|                    |      |   |
|--------------------|------|---|
| SPECIFIC INDICATOR | 2.a. | Introduce a topic; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
|--------------------|------|---|

|                    |      |  |
|--------------------|------|--|
| SPECIFIC INDICATOR | 2.b. | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |
|--------------------|------|--|

|                    |      |   |
|--------------------|------|---|
| SPECIFIC INDICATOR | 2.c. | Use appropriate transitions to clarify the relationships among ideas and concepts.                      |
| SPECIFIC INDICATOR | 2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic.               |
| SPECIFIC INDICATOR | 2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| SPECIFIC INDICATOR | 2.f. | Provide a concluding statement or section that follows from the information or explanation presented.   |

**DOMAIN**

**Grade 6 Writing Standards [W]**

|  |          |  |
|--|----------|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |          | <b>Text Types and Purposes</b>   |
| <b>GSE STEM</b>                        | <b>3</b> | <b>Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.</b>                                       |
| SPECIFIC INDICATOR                     | 3.b.     | Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.  |
| SPECIFIC INDICATOR                     | 3.d.     | Use precise words and phrases, relevant descriptive details, figurative and sensory language, and techniques such as personification (e.g., “the fog crept in”) to convey experiences or events. |

**DOMAIN**

**Grade 6 Writing Standards [W]**

|  |   |  |
|--|---|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |   | <b>Production and Distribution of Writing</b>  |
| GSE STEM                               | 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.) |

**DOMAIN**

**Grade 6 Writing Standards [W]**

|  |          |   |
|--|----------|---|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |          | <b>Production and Distribution of Writing</b>   |
| <b>GSE STEM</b>                        | <b>5</b> | <b>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</b>        |
| SPECIFIC INDICATOR                     | 5.a.     | Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 6).   |
| SPECIFIC INDICATOR                     | 5.b.     | Demonstrate the ability to select accurate vocabulary (as described in Language Standards 4–6 up to and including grade 6). |

**DOMAIN**

**Grade 6 Writing Standards [W]**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Research to Build and Present Knowledge</b> |
|--|--|--|

|          |   |   |
|----------|---|---|
| GSE STEM | 8 | When conducting research, 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. |
|----------|---|---|

|          |   |  |
|----------|---|--|
| GSE STEM | 9 | Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 6 standards for Reading Literature or Reading Informational Text as needed. |
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**DOMAIN** **Grade 6 Writing Standards [W]**

|  |  |                         |
|--|--|-------------------------|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Range of Writing</b> |
|--|--|-------------------------|

|          |    |   |
|----------|----|---|
| GSE STEM | 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. |
|----------|----|---|

**DOMAIN** **Grade 6 Speaking and Listening Standards [SL]**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Comprehension and Collaboration</b> |
|--|--|--|

|                 |          |  |
|-----------------|----------|--|
| <b>GSE STEM</b> | <b>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> |
|-----------------|----------|--|

|                    |      |  |
|--------------------|------|--|
| SPECIFIC INDICATOR | 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. (See grade 6 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.) |
|--------------------|------|--|

|                    |      |  |
|--------------------|------|--|
| SPECIFIC INDICATOR | 1.b. | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. |
|--------------------|------|--|

|                    |      |  |
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| SPECIFIC INDICATOR | 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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| SPECIFIC INDICATOR | 1.d. | Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. |
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**DOMAIN** **Grade 6 Speaking and Listening Standards [SL]**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Presentation of Knowledge and Ideas</b> |
|--|--|--|

|          |   |   |
|----------|---|---|
| GSE STEM | 4 | Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate vocabulary, eye contact, volume, and pronunciation. (See grade 6 Language Standards 4–6 for specific expectations regarding vocabulary.) |
|----------|---|---|

**DOMAIN** **Grade 6 Language Standards [L]**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Conventions of Standard English</b> |
|--|--|--|

|                           |          |  |
|---------------------------|----------|--|
| <b>GSE STEM</b>           | <b>1</b> | <b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 6 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)</b> |
| <b>SPECIFIC INDICATOR</b> |          | <b>Sentence Structure, Variety, and Meaning</b>  |

INDICATOR 1.c. Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

**DOMAIN** **Grade 6 Language Standards [L]**

|  |  |                              |
|--|--|------------------------------|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Knowledge of Language</b> |
|--|--|------------------------------|

|                 |          |   |
|-----------------|----------|---|
| <b>GSE STEM</b> | <b>3</b> | <b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b> |
|-----------------|----------|---|

SPECIFIC INDICATOR 3.a. Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.

**DOMAIN** **Grade 6 Language Standards [L]**

|  |  |                                       |
|--|--|---------------------------------------|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Vocabulary Acquisition and Use</b> |
|--|--|---------------------------------------|

|                 |          |   |
|-----------------|----------|---|
| <b>GSE STEM</b> | <b>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> |
|-----------------|----------|---|

SPECIFIC INDICATOR 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.

SPECIFIC INDICATOR 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).

**DOMAIN** **Grade 6 Language Standards [L]**

|  |  |                                       |
|--|--|---------------------------------------|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Vocabulary Acquisition and Use</b> |
|--|--|---------------------------------------|

GSE STEM 6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 6 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 6 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

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

**Rhode Island World-Class Standards**

**Language Arts**

**Grade 6 - Adopted: 2021**

**DOMAIN** **Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

|  |  |   |
|--|--|---|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]</b> |
|--|--|---|

|                 |  |                            |
|-----------------|--|----------------------------|
| <b>GSE STEM</b> |  | <b>Craft and Structure</b> |
|-----------------|--|----------------------------|

|                    |   |   |
|--------------------|---|---|
| SPECIFIC INDICATOR | 4 | Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. |
|--------------------|---|---|

**DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

|  |  |   |
|--|--|---|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]</b> |
|--|--|---|

|                 |  |  |
|-----------------|--|--|
| <b>GSE STEM</b> |  | <b>Range of Reading and Level of Text Complexity</b> |
|-----------------|--|--|

|                    |    |   |
|--------------------|----|---|
| SPECIFIC INDICATOR | 10 | Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course. |
|--------------------|----|---|

**DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

|  |  |   |
|--|--|---|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]</b> |
|--|--|---|

|                 |  |                              |
|-----------------|--|------------------------------|
| <b>GSE STEM</b> |  | <b>Key Ideas and Details</b> |
|-----------------|--|------------------------------|

|                    |   |  |
|--------------------|---|--|
| SPECIFIC INDICATOR | 1 | Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.) |
|--------------------|---|--|

|                    |   |  |
|--------------------|---|--|
| SPECIFIC INDICATOR | 2 | Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. |
|--------------------|---|--|

**DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

|  |  |   |
|--|--|---|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]</b> |
|--|--|---|

|                 |  |                            |
|-----------------|--|----------------------------|
| <b>GSE STEM</b> |  | <b>Craft and Structure</b> |
|-----------------|--|----------------------------|

|                    |   |   |
|--------------------|---|---|
| SPECIFIC INDICATOR | 4 | Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics. |
|--------------------|---|---|

**DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

|  |  |   |
|--|--|---|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]</b> |
|--|--|---|

|                 |  |  |
|-----------------|--|--|
| <b>GSE STEM</b> |  | <b>Range of Reading and Level of Text Complexity</b> |
|-----------------|--|--|

|                    |    |  |
|--------------------|----|--|
| SPECIFIC INDICATOR | 10 | Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course. |
|--------------------|----|--|

**DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

|  |  |                                |
|--|--|--------------------------------|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Text Types and Purposes</b> |
|--|--|--------------------------------|

|                 |   |  |
|-----------------|---|--|
| <b>GSE STEM</b> | 1 | <b>Write arguments focused on discipline-specific content.</b> |
|-----------------|---|--|

|                    |      |   |
|--------------------|------|---|
| SPECIFIC INDICATOR | 1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
|--------------------|------|---|

**DOMAIN**

**Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

|  |          |  |
|--|----------|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |          | <b>Text Types and Purposes</b>   |
| <b>GSE STEM</b>                        | <b>2</b> | <b>Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</b> |

|                    |      |   |
|--------------------|------|---|
| SPECIFIC INDICATOR | 2.a. | Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
|--------------------|------|---|

|                    |      |   |
|--------------------|------|---|
| SPECIFIC INDICATOR | 2.b. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. |
|--------------------|------|---|

|                    |      |   |
|--------------------|------|---|
| SPECIFIC INDICATOR | 2.c. | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas, concepts, or procedures. |
|--------------------|------|---|

|                    |      |   |
|--------------------|------|---|
| SPECIFIC INDICATOR | 2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
|--------------------|------|---|

|                    |      |   |
|--------------------|------|---|
| SPECIFIC INDICATOR | 2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
|--------------------|------|---|

|                    |      |  |
|--------------------|------|--|
| SPECIFIC INDICATOR | 2.f. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
|--------------------|------|--|

**DOMAIN**

**Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

|  |  |   |
|--|--|---|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Production and Distribution of Writing</b> |
|--|--|---|

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

|          |   |  |
|----------|---|--|
| GSE STEM | 5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. |
|----------|---|--|

**DOMAIN**

**Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Research to Build and Present Knowledge</b> |
|--|--|--|

|          |   |   |
|----------|---|---|
| GSE STEM | 8 | When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
|----------|---|---|

|          |   |  |
|----------|---|--|
| GSE STEM | 9 | Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) |
|----------|---|--|

**DOMAIN****Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

| STATEMENT OF ENDURING KNOWLEDGE |  | Range of Writing |
|---------------------------------|--|------------------|
|---------------------------------|--|------------------|

|          |    |  |
|----------|----|--|
| GSE STEM | 10 | Write routinely over extended time frames (time for 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. |
|----------|----|--|

**DOMAIN****Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

| STATEMENT OF ENDURING KNOWLEDGE |  | Comprehension and Collaboration |
|---------------------------------|--|---------------------------------|
|---------------------------------|--|---------------------------------|

|          |   |  |
|----------|---|--|
| GSE STEM | 1 | <b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.</b> |
|----------|---|--|

|                    |      |  |
|--------------------|------|--|
| SPECIFIC INDICATOR | 1.a. | Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) |
|--------------------|------|--|

|                    |      |  |
|--------------------|------|--|
| SPECIFIC INDICATOR | 1.b. | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. |
|--------------------|------|--|

|                    |      |  |
|--------------------|------|--|
| SPECIFIC INDICATOR | 1.c. | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. |
|--------------------|------|--|

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|--------------------|------|--|
| SPECIFIC INDICATOR | 1.d. | Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. |
|--------------------|------|--|

**DOMAIN****Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

| STATEMENT OF ENDURING KNOWLEDGE |  | Presentation of Knowledge and Ideas |
|---------------------------------|--|-------------------------------------|
|---------------------------------|--|-------------------------------------|

|          |   |   |
|----------|---|---|
| GSE STEM | 4 | Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate vocabulary, eye contact, volume, and pronunciation. |
|----------|---|---|

**DOMAIN****College and Career Readiness Anchor Standards for Reading**

| STATEMENT OF ENDURING KNOWLEDGE |  | Key Ideas and Details |
|---------------------------------|--|-----------------------|
|---------------------------------|--|-----------------------|

|          |   |   |
|----------|---|---|
| GSE STEM | 1 | Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text. |
|----------|---|---|

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

**DOMAIN****College and Career Readiness Anchor Standards for Reading**

| STATEMENT OF ENDURING KNOWLEDGE |  | Craft and Structure |
|---------------------------------|--|---------------------|
|---------------------------------|--|---------------------|

|  |   |   |
|--|---|---|
| GSE STEM                               | 4   | Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.       |
| <b>DOMAIN</b>                          | <b>College and Career Readiness Anchor Standards for Writing</b>                |   |
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |   | <b>Text Types and Purposes</b>  |
| GSE STEM                               | 2   | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.            |
| <b>DOMAIN</b>                          | <b>College and Career Readiness Anchor Standards for Writing</b>                |   |
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |   | <b>Production and Distribution of Writing</b>   |
| GSE STEM                               | 4   | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  |
| GSE STEM                               | 5   | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.   |
| <b>DOMAIN</b>                          | <b>College and Career Readiness Anchor Standards for Writing</b>                |   |
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |   | <b>Research to Build and Present Knowledge</b>  |
| GSE STEM                               | 9   | Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.   |
| <b>DOMAIN</b>                          | <b>College and Career Readiness Anchor Standards for Writing</b>                |   |
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |   | <b>Range of Writing</b>   |
| GSE STEM                               | 10  | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
| <b>DOMAIN</b>                          | <b>College and Career Readiness Anchor Standards for Speaking and Listening</b> |   |
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |   | <b>Comprehension and Collaboration</b>  |
| GSE STEM                               | 1   | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.        |
| GSE STEM                               | 2   | Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.  |
| <b>DOMAIN</b>                          | <b>College and Career Readiness Anchor Standards for Language</b>               |   |
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |   | <b>Vocabulary Acquisition and Use</b>   |

|          |   |   |
|----------|---|---|
| GSE STEM | 4 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. |
|----------|---|---|

|          |   |  |
|----------|---|--|
| GSE STEM | 6 | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge. |
|----------|---|--|

**DOMAIN** **Grade 6 Reading Standards**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Grade 6 Reading Standards for Informational Text [RI]</b> |
| <b>GSE STEM</b>                        |  | <b>Key Ideas and Details</b>                                 |

|                    |   |  |
|--------------------|---|--|
| SPECIFIC INDICATOR | 1 | Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 6 Writing Standard 8 for more on quoting and paraphrasing.) |
|--------------------|---|--|

|                    |   |  |
|--------------------|---|--|
| SPECIFIC INDICATOR | 2 | Determine a text's central idea(s) and how particular details help convey the idea(s); provide a summary of a text distinct from personal opinions or judgments. |
|--------------------|---|--|

|                    |   |  |
|--------------------|---|--|
| SPECIFIC INDICATOR | 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). |
|--------------------|---|--|

**DOMAIN** **Grade 6 Reading Standards**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Grade 6 Reading Standards for Informational Text [RI]</b> |
| <b>GSE STEM</b>                        |  | <b>Craft and Structure</b>                                   |

|                    |   |  |
|--------------------|---|--|
| SPECIFIC INDICATOR | 4 | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; explain how word choice affects meaning and tone. (See grade 6 Language Standards 4–6 on applying knowledge of vocabulary to reading.) |
|--------------------|---|--|

**DOMAIN** **Grade 6 Reading Standards**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Grade 6 Reading Standards for Informational Text [RI]</b> |
| <b>GSE STEM</b>                        |  | <b>Range of Reading and Level of Text Complexity</b>         |

|                    |    |   |
|--------------------|----|---|
| SPECIFIC INDICATOR | 10 | Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 6. |
|--------------------|----|---|

**DOMAIN** **Grade 6 Writing Standards [W]**

|  |          |   |
|--|----------|---|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |          | <b>Text Types and Purposes</b>  |
| <b>GSE STEM</b>                        | <b>1</b> | <b>Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.</b> |

|                    |      |   |
|--------------------|------|---|
| SPECIFIC INDICATOR | 1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
|--------------------|------|---|

**DOMAIN**                      **Grade 6 Writing Standards [W]**

| STATEMENT OF ENDURING KNOWLEDGE |      | Text Types and Purposes   |
|---------------------------------|------|---|
| GSE STEM                        | 2    | Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.   |
| SPECIFIC INDICATOR              | 2.a. | Introduce a topic; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| SPECIFIC INDICATOR              | 2.b. | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.  |
| SPECIFIC INDICATOR              | 2.c. | Use appropriate transitions to clarify the relationships among ideas and concepts.  |
| SPECIFIC INDICATOR              | 2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic.   |
| SPECIFIC INDICATOR              | 2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).   |
| SPECIFIC INDICATOR              | 2.f. | Provide a concluding statement or section that follows from the information or explanation presented.   |

**DOMAIN**                      **Grade 6 Writing Standards [W]**

| STATEMENT OF ENDURING KNOWLEDGE |      | Text Types and Purposes  |
|---------------------------------|------|--|
| GSE STEM                        | 3    | Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.  |
| SPECIFIC INDICATOR              | 3.b. | Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.  |
| SPECIFIC INDICATOR              | 3.d. | Use precise words and phrases, relevant descriptive details, figurative and sensory language, and techniques such as personification (e.g., “the fog crept in”) to convey experiences or events. |

**DOMAIN**                      **Grade 6 Writing Standards [W]**

| STATEMENT OF ENDURING KNOWLEDGE |   | Production and Distribution of Writing   |
|---------------------------------|---|--|
| GSE STEM                        | 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.) |

**DOMAIN**                      **Grade 6 Writing Standards [W]**

| STATEMENT OF ENDURING KNOWLEDGE |  | Production and Distribution of Writing |
|---------------------------------|--|--|
|---------------------------------|--|--|

|                    |          |   |
|--------------------|----------|---|
| <b>GSE STEM</b>    | <b>5</b> | <b>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</b>      |
| SPECIFIC INDICATOR | 5.a.     | Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 6). |

|                    |      |   |
|--------------------|------|---|
| SPECIFIC INDICATOR | 5.b. | Demonstrate the ability to select accurate vocabulary (as described in Language Standards 4–6 up to and including grade 6). |
|--------------------|------|---|

**DOMAIN** **Grade 6 Writing Standards [W]**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Research to Build and Present Knowledge</b> |
|--|--|--|

|          |   |   |
|----------|---|---|
| GSE STEM | 8 | When conducting research, 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. |
|----------|---|---|

|          |   |  |
|----------|---|--|
| GSE STEM | 9 | Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 6 standards for Reading Literature or Reading Informational Text as needed. |
|----------|---|--|

**DOMAIN** **Grade 6 Writing Standards [W]**

|  |  |                         |
|--|--|-------------------------|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Range of Writing</b> |
|--|--|-------------------------|

|          |    |   |
|----------|----|---|
| GSE STEM | 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. |
|----------|----|---|

**DOMAIN** **Grade 6 Speaking and Listening Standards [SL]**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Comprehension and Collaboration</b> |
|--|--|--|

|                 |          |  |
|-----------------|----------|--|
| <b>GSE STEM</b> | <b>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> |
|-----------------|----------|--|

|                    |      |  |
|--------------------|------|--|
| SPECIFIC INDICATOR | 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. (See grade 6 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.) |
|--------------------|------|--|

|                    |      |  |
|--------------------|------|--|
| SPECIFIC INDICATOR | 1.b. | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. |
|--------------------|------|--|

|                    |      |  |
|--------------------|------|--|
| SPECIFIC INDICATOR | 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. |
|--------------------|------|--|

|                    |      |  |
|--------------------|------|--|
| SPECIFIC INDICATOR | 1.d. | Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. |
|--------------------|------|--|

**DOMAIN** **Grade 6 Language Standards [L]**

|                                 |   |   |
|---------------------------------|---|---|
| STATEMENT OF ENDURING KNOWLEDGE |   | Conventions of Standard English   |
| GSE STEM                        | 1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 6 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.) |
| SPECIFIC INDICATOR              |   | Sentence Structure, Variety, and Meaning  |

INDICATOR 1.c. Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

**DOMAIN** Grade 6 Language Standards [L]

|                                 |   |  |
|---------------------------------|---|--|
| STATEMENT OF ENDURING KNOWLEDGE |   | Knowledge of Language  |
| GSE STEM                        | 3 | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |

SPECIFIC INDICATOR 3.a. Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.

**DOMAIN** Grade 6 Language Standards [L]

|                                 |   |  |
|---------------------------------|---|--|
| STATEMENT OF ENDURING KNOWLEDGE |   | Vocabulary Acquisition and Use   |
| GSE STEM                        | 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. |

SPECIFIC INDICATOR 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.

SPECIFIC INDICATOR 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).

**DOMAIN** Grade 6 Language Standards [L]

|                                 |  |                                |
|---------------------------------|--|--------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Vocabulary Acquisition and Use |
|---------------------------------|--|--------------------------------|

GSE STEM 6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 6 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 6 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

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

**Rhode Island World-Class Standards**

**Language Arts**

Grade 6 - Adopted: 2021

**DOMAIN** Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

|  |  |   |
|--|--|---|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Production and Distribution of Writing</b> |
|--|--|---|

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

**DOMAIN** **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

|  |          |  |
|--|----------|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |          | <b>Comprehension and Collaboration</b>   |
| <b>GSE STEM</b>                        | <b>1</b> | <b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.</b> |

|                    |      |  |
|--------------------|------|--|
| SPECIFIC INDICATOR | 1.a. | Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) |
|--------------------|------|--|

|                    |      |  |
|--------------------|------|--|
| SPECIFIC INDICATOR | 1.b. | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. |
|--------------------|------|--|

|                    |      |  |
|--------------------|------|--|
| SPECIFIC INDICATOR | 1.c. | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. |
|--------------------|------|--|

|                    |      |  |
|--------------------|------|--|
| SPECIFIC INDICATOR | 1.d. | Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. |
|--------------------|------|--|

**DOMAIN** **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Presentation of Knowledge and Ideas</b> |
|--|--|--|

|          |   |   |
|----------|---|---|
| GSE STEM | 4 | Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate vocabulary, eye contact, volume, and pronunciation. |
|----------|---|---|

**DOMAIN** **College and Career Readiness Anchor Standards for Reading**

|  |  |                              |
|--|--|------------------------------|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Key Ideas and Details</b> |
|--|--|------------------------------|

|          |   |   |
|----------|---|---|
| GSE STEM | 1 | Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text. |
|----------|---|---|

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

|          |   |  |
|----------|---|--|
| GSE STEM | 3 | Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |
|----------|---|--|

**DOMAIN** **College and Career Readiness Anchor Standards for Reading**

|  |  |                            |
|--|--|----------------------------|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Craft and Structure</b> |
|--|--|----------------------------|

|  |          |   |
|--|----------|---|
| GSE STEM                               | 4        | Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.                             |
| <b>DOMAIN</b>                          |          | <b>College and Career Readiness Anchor Standards for Writing</b>  |
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |          | <b>Production and Distribution of Writing</b>   |
| GSE STEM                               | 4        | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  |
| GSE STEM                               | 5        | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.   |
| <b>DOMAIN</b>                          |          | <b>College and Career Readiness Anchor Standards for Writing</b>  |
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |          | <b>Research to Build and Present Knowledge</b>  |
| GSE STEM                               | 9        | Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.   |
| <b>DOMAIN</b>                          |          | <b>College and Career Readiness Anchor Standards for Speaking and Listening</b>   |
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |          | <b>Comprehension and Collaboration</b>  |
| GSE STEM                               | 1        | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.                              |
| GSE STEM                               | 2        | Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.  |
| <b>DOMAIN</b>                          |          | <b>College and Career Readiness Anchor Standards for Speaking and Listening</b>   |
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |          | <b>Presentation of Knowledge and Ideas</b>  |
| <b>GSE STEM</b>                        | <b>4</b> | <b>Present information, findings, and supporting evidence such that:</b>  |
| <b>SPECIFIC INDICATOR</b>              |          | The organization, development, vocabulary, and style are appropriate to task, purpose, and audience.  |
| <b>DOMAIN</b>                          |          | <b>College and Career Readiness Anchor Standards for Language</b>   |
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |          | <b>Vocabulary Acquisition and Use</b>   |
| GSE STEM                               | 4        | Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. |

|          |   |  |
|----------|---|--|
| GSE STEM | 6 | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge. |
|----------|---|--|

**DOMAIN** **Grade 6 Reading Standards**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Grade 6 Reading Standards for Literature [RL]</b> |
| <b>GSE STEM</b>                        |  | <b>Key Ideas and Details</b>                         |

|                    |   |  |
|--------------------|---|--|
| SPECIFIC INDICATOR | 1 | Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 6 Writing Standard 8 for more on quoting and paraphrasing.) |
|--------------------|---|--|

|                    |   |  |
|--------------------|---|--|
| SPECIFIC INDICATOR | 2 | Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of a text distinct from personal opinions or judgments. |
|--------------------|---|--|

|                    |   |  |
|--------------------|---|--|
| SPECIFIC INDICATOR | 3 | Describe how the plot of a particular story, poem, or drama unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. |
|--------------------|---|--|

**DOMAIN** **Grade 6 Reading Standards**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Grade 6 Reading Standards for Literature [RL]</b> |
| <b>GSE STEM</b>                        |  | <b>Craft and Structure</b>                           |

|                    |   |   |
|--------------------|---|---|
| SPECIFIC INDICATOR | 4 | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices, including those that create repeated sounds and rhythms in poetry, on meaning, tone (i.e., author's attitude toward subject or audience), or mood (i.e., emotional atmosphere). (See grade 6 Language Standards 4–6 on applying knowledge of vocabulary to reading.) |
|--------------------|---|---|

|                    |   |   |
|--------------------|---|---|
| SPECIFIC INDICATOR | 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. |
|--------------------|---|---|

**DOMAIN** **Grade 6 Reading Standards**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Grade 6 Reading Standards for Literature [RL]</b> |
| <b>GSE STEM</b>                        |  | <b>Range of Reading and Level of Text Complexity</b> |

|                    |    |  |
|--------------------|----|--|
| SPECIFIC INDICATOR | 10 | Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 6. |
|--------------------|----|--|

**DOMAIN** **Grade 6 Writing Standards [W]**

|  |          |  |
|--|----------|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |          | <b>Text Types and Purposes</b>   |
| <b>GSE STEM</b>                        | <b>3</b> | <b>Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.</b> |

|                    |      |   |
|--------------------|------|---|
| SPECIFIC INDICATOR | 3.b. | Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. |
|--------------------|------|---|

|                    |      |  |
|--------------------|------|--|
| SPECIFIC INDICATOR | 3.d. | Use precise words and phrases, relevant descriptive details, figurative and sensory language, and techniques such as personification (e.g., “the fog crept in”) to convey experiences or events. |
|--------------------|------|--|

**DOMAIN** **Grade 6 Writing Standards [W]**

|  |  |   |
|--|--|---|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Production and Distribution of Writing</b> |
|--|--|---|

|          |   |  |
|----------|---|--|
| GSE STEM | 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.) |
|----------|---|--|

**DOMAIN** **Grade 6 Writing Standards [W]**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Research to Build and Present Knowledge</b> |
|--|--|--|

|          |   |  |
|----------|---|--|
| GSE STEM | 9 | Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 6 standards for Reading Literature or Reading Informational Text as needed. |
|----------|---|--|

**DOMAIN** **Grade 6 Speaking and Listening Standards [SL]**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Comprehension and Collaboration</b> |
|--|--|--|

|                 |          |  |
|-----------------|----------|--|
| <b>GSE STEM</b> | <b>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> |
|-----------------|----------|--|

|                    |      |  |
|--------------------|------|--|
| SPECIFIC INDICATOR | 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. (See grade 6 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.) |
|--------------------|------|--|

|                    |      |  |
|--------------------|------|--|
| SPECIFIC INDICATOR | 1.b. | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. |
|--------------------|------|--|

|                    |      |  |
|--------------------|------|--|
| SPECIFIC INDICATOR | 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. |
|--------------------|------|--|

|                    |      |  |
|--------------------|------|--|
| SPECIFIC INDICATOR | 1.d. | Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. |
|--------------------|------|--|

**DOMAIN** **Grade 6 Speaking and Listening Standards [SL]**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Presentation of Knowledge and Ideas</b> |
|--|--|--|

|          |   |   |
|----------|---|---|
| GSE STEM | 4 | Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate vocabulary, eye contact, volume, and pronunciation. (See grade 6 Language Standards 4–6 for specific expectations regarding vocabulary.) |
|----------|---|---|

**DOMAIN** **Grade 6 Language Standards [L]**

|                                 |   |  |
|---------------------------------|---|--|
| STATEMENT OF ENDURING KNOWLEDGE |   | Knowledge of Language  |
| GSE STEM                        | 3 | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |

SPECIFIC INDICATOR 3.a. Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.

**DOMAIN** Grade 6 Language Standards [L]

|                                 |   |  |
|---------------------------------|---|--|
| STATEMENT OF ENDURING KNOWLEDGE |   | Vocabulary Acquisition and Use   |
| GSE STEM                        | 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. |

SPECIFIC INDICATOR 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.

SPECIFIC INDICATOR 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).

**DOMAIN** Grade 6 Language Standards [L]

|                                 |   |   |
|---------------------------------|---|---|
| STATEMENT OF ENDURING KNOWLEDGE |   | Vocabulary Acquisition and Use  |
| GSE STEM                        | 6 | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 6 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 6 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.) |

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

**Rhode Island World-Class Standards**

**Language Arts**

Grade 6 - Adopted: 2021

**DOMAIN** Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

|                                 |   |   |
|---------------------------------|---|---|
| STATEMENT OF ENDURING KNOWLEDGE |   | Text Types and Purposes                                 |
| GSE STEM                        | 1 | Write arguments focused on discipline-specific content. |

SPECIFIC INDICATOR 1.d. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

**DOMAIN** Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

|                                 |   |   |
|---------------------------------|---|---|
| STATEMENT OF ENDURING KNOWLEDGE |   | Text Types and Purposes   |
| GSE STEM                        | 2 | Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. |

|                    |      |   |
|--------------------|------|---|
| SPECIFIC INDICATOR | 2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
|--------------------|------|---|

**DOMAIN** **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

|  |  |   |
|--|--|---|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Production and Distribution of Writing</b> |
|--|--|---|

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

|          |   |  |
|----------|---|--|
| GSE STEM | 5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. |
|----------|---|--|

**DOMAIN** **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

|  |  |                         |
|--|--|-------------------------|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Range of Writing</b> |
|--|--|-------------------------|

|          |    |  |
|----------|----|--|
| GSE STEM | 10 | Write routinely over extended time frames (time for 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. |
|----------|----|--|

**DOMAIN** **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Comprehension and Collaboration</b> |
|--|--|--|

|                 |          |  |
|-----------------|----------|--|
| <b>GSE STEM</b> | <b>1</b> | <b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.</b> |
|-----------------|----------|--|

|                    |      |  |
|--------------------|------|--|
| SPECIFIC INDICATOR | 1.a. | Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) |
|--------------------|------|--|

|                    |      |  |
|--------------------|------|--|
| SPECIFIC INDICATOR | 1.b. | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. |
|--------------------|------|--|

|                    |      |  |
|--------------------|------|--|
| SPECIFIC INDICATOR | 1.c. | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. |
|--------------------|------|--|

|                    |      |  |
|--------------------|------|--|
| SPECIFIC INDICATOR | 1.d. | Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. |
|--------------------|------|--|

**DOMAIN** **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Presentation of Knowledge and Ideas</b> |
|--|--|--|

|          |   |   |
|----------|---|---|
| GSE STEM | 4 | Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate vocabulary, eye contact, volume, and pronunciation. |
|----------|---|---|

**DOMAIN** **College and Career Readiness Anchor Standards for Reading**

| STATEMENT OF ENDURING KNOWLEDGE |   | Key Ideas and Details   |
|---------------------------------|---|---|
| GSE STEM                        | 1 | Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text. |
| GSE STEM                        | 2 | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.  |
| GSE STEM                        | 3 | Analyze how and why individuals, events, and ideas develop and interact over the course of a text.  |

**DOMAIN**

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

| STATEMENT OF ENDURING KNOWLEDGE |   | Craft and Structure   |
|---------------------------------|---|---|
| GSE STEM                        | 4 | Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. |

**DOMAIN**

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

| STATEMENT OF ENDURING KNOWLEDGE |   | Text Types and Purposes  |
|---------------------------------|---|--|
| GSE STEM                        | 3 | Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences. |

**DOMAIN**

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

| STATEMENT OF ENDURING KNOWLEDGE |   | Production and Distribution of Writing   |
|---------------------------------|---|--|
| GSE STEM                        | 4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| GSE STEM                        | 5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.                        |

**DOMAIN**

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

| STATEMENT OF ENDURING KNOWLEDGE |   | Research to Build and Present Knowledge   |
|---------------------------------|---|---|
| GSE STEM                        | 9 | Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research. |

**DOMAIN**

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

| STATEMENT OF ENDURING KNOWLEDGE |  | Range of Writing |
|---------------------------------|--|------------------|
|---------------------------------|--|------------------|

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

**DOMAIN**

**College and Career Readiness Anchor Standards for Speaking and Listening**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Comprehension and Collaboration</b> |
|--|--|--|

|          |   |  |
|----------|---|--|
| GSE STEM | 1 | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. |
|----------|---|--|

|          |   |  |
|----------|---|--|
| GSE STEM | 2 | Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. |
|----------|---|--|

**DOMAIN**

**College and Career Readiness Anchor Standards for Language**

|  |  |                                       |
|--|--|---------------------------------------|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Vocabulary Acquisition and Use</b> |
|--|--|---------------------------------------|

|          |   |   |
|----------|---|---|
| GSE STEM | 4 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. |
|----------|---|---|

|          |   |  |
|----------|---|--|
| GSE STEM | 6 | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge. |
|----------|---|--|

**DOMAIN**

**Grade 6 Reading Standards**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Grade 6 Reading Standards for Literature [RL]</b> |
|--|--|--|

|                 |  |                              |
|-----------------|--|------------------------------|
| <b>GSE STEM</b> |  | <b>Key Ideas and Details</b> |
|-----------------|--|------------------------------|

|                    |   |  |
|--------------------|---|--|
| SPECIFIC INDICATOR | 1 | Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 6 Writing Standard 8 for more on quoting and paraphrasing.) |
|--------------------|---|--|

|                    |   |  |
|--------------------|---|--|
| SPECIFIC INDICATOR | 2 | Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of a text distinct from personal opinions or judgments. |
|--------------------|---|--|

|                    |   |  |
|--------------------|---|--|
| SPECIFIC INDICATOR | 3 | Describe how the plot of a particular story, poem, or drama unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. |
|--------------------|---|--|

**DOMAIN**

**Grade 6 Reading Standards**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Grade 6 Reading Standards for Literature [RL]</b> |
|--|--|--|

|                 |  |                            |
|-----------------|--|----------------------------|
| <b>GSE STEM</b> |  | <b>Craft and Structure</b> |
|-----------------|--|----------------------------|

|                    |   |   |
|--------------------|---|---|
| SPECIFIC INDICATOR | 4 | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices, including those that create repeated sounds and rhythms in poetry, on meaning, tone (i.e., author's attitude toward subject or audience), or mood (i.e., emotional atmosphere). (See grade 6 Language Standards 4–6 on applying knowledge of vocabulary to reading.) |
|--------------------|---|---|

|                    |   |   |
|--------------------|---|---|
| SPECIFIC INDICATOR | 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. |
|--------------------|---|---|

**DOMAIN**

**Grade 6 Reading Standards**

|                                 |  |   |
|---------------------------------|--|---|
| STATEMENT OF ENDURING KNOWLEDGE |  | Grade 6 Reading Standards for Literature [RL] |
| GSE STEM                        |  | Range of Reading and Level of Text Complexity |

|                    |    |  |
|--------------------|----|--|
| SPECIFIC INDICATOR | 10 | Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 6. |
|--------------------|----|--|

**DOMAIN**

**Grade 6 Writing Standards [W]**

|                                 |   |  |
|---------------------------------|---|--|
| STATEMENT OF ENDURING KNOWLEDGE |   | Text Types and Purposes  |
| GSE STEM                        | 1 | Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence. |

|                    |      |   |
|--------------------|------|---|
| SPECIFIC INDICATOR | 1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
|--------------------|------|---|

**DOMAIN**

**Grade 6 Writing Standards [W]**

|                                 |   |   |
|---------------------------------|---|---|
| STATEMENT OF ENDURING KNOWLEDGE |   | Text Types and Purposes   |
| GSE STEM                        | 2 | Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. |

|                    |      |   |
|--------------------|------|---|
| SPECIFIC INDICATOR | 2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
|--------------------|------|---|

**DOMAIN**

**Grade 6 Writing Standards [W]**

|                                 |   |   |
|---------------------------------|---|---|
| STATEMENT OF ENDURING KNOWLEDGE |   | Text Types and Purposes   |
| GSE STEM                        | 3 | Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences. |

|                    |      |  |
|--------------------|------|--|
| SPECIFIC INDICATOR | 3.a. | Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an appropriate narrative sequence. |
|--------------------|------|--|

|                    |      |   |
|--------------------|------|---|
| SPECIFIC INDICATOR | 3.b. | Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. |
|--------------------|------|---|

|                    |      |  |
|--------------------|------|--|
| SPECIFIC INDICATOR | 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 |
|--------------------|------|--|

|                    |      |  |
|--------------------|------|--|
| SPECIFIC INDICATOR | 3.d. | Use precise words and phrases, relevant descriptive details, figurative and sensory language, and techniques such as personification (e.g., “the fog crept in”) to convey experiences or events. |
|--------------------|------|--|

|                    |      |  |
|--------------------|------|--|
| SPECIFIC INDICATOR | 3.e. | Provide a conclusion that follows from the narrated experiences or events. |
|--------------------|------|--|

**DOMAIN** **Grade 6 Writing Standards [W]**

|  |  |   |
|--|--|---|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Production and Distribution of Writing</b> |
|--|--|---|

|          |   |  |
|----------|---|--|
| GSE STEM | 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.) |
|----------|---|--|

**DOMAIN** **Grade 6 Writing Standards [W]**

|  |  |   |
|--|--|---|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Production and Distribution of Writing</b> |
|--|--|---|

|                 |          |  |
|-----------------|----------|--|
| <b>GSE STEM</b> | <b>5</b> | <b>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</b> |
|-----------------|----------|--|

|                    |      |   |
|--------------------|------|---|
| SPECIFIC INDICATOR | 5.a. | Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 6). |
|--------------------|------|---|

|                    |      |   |
|--------------------|------|---|
| SPECIFIC INDICATOR | 5.b. | Demonstrate the ability to select accurate vocabulary (as described in Language Standards 4–6 up to and including grade 6). |
|--------------------|------|---|

**DOMAIN** **Grade 6 Writing Standards [W]**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Research to Build and Present Knowledge</b> |
|--|--|--|

|          |   |  |
|----------|---|--|
| GSE STEM | 9 | Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 6 standards for Reading Literature or Reading Informational Text as needed. |
|----------|---|--|

**DOMAIN** **Grade 6 Writing Standards [W]**

|  |  |                         |
|--|--|-------------------------|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Range of Writing</b> |
|--|--|-------------------------|

|          |    |   |
|----------|----|---|
| GSE STEM | 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. |
|----------|----|---|

**DOMAIN** **Grade 6 Speaking and Listening Standards [SL]**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Comprehension and Collaboration</b> |
|--|--|--|

|                 |          |  |
|-----------------|----------|--|
| <b>GSE STEM</b> | <b>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> |
|-----------------|----------|--|

|                    |      |  |
|--------------------|------|--|
| SPECIFIC INDICATOR | 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. (See grade 6 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.) |
| SPECIFIC INDICATOR | 1.b. | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.   |
| SPECIFIC INDICATOR | 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.   |
| SPECIFIC INDICATOR | 1.d. | Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.   |

**DOMAIN**

**Grade 6 Language Standards [L]**

|                                 |   |   |
|---------------------------------|---|---|
| STATEMENT OF ENDURING KNOWLEDGE |   | Conventions of Standard English   |
| GSE STEM                        | 1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 6 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.) |
| SPECIFIC INDICATOR              |   | Sentence Structure, Variety, and Meaning  |

|           |      |  |
|-----------|------|--|
| INDICATOR | 1.c. | Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. |
|-----------|------|--|

**DOMAIN**

**Grade 6 Language Standards [L]**

|                                 |   |  |
|---------------------------------|---|--|
| STATEMENT OF ENDURING KNOWLEDGE |   | Knowledge of Language  |
| GSE STEM                        | 3 | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |

|                    |      |   |
|--------------------|------|---|
| SPECIFIC INDICATOR | 3.a. | Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest. |
|--------------------|------|---|

**DOMAIN**

**Grade 6 Language Standards [L]**

|                                 |   |  |
|---------------------------------|---|--|
| STATEMENT OF ENDURING KNOWLEDGE |   | Vocabulary Acquisition and Use   |
| GSE STEM                        | 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. |

|                    |      |   |
|--------------------|------|---|
| SPECIFIC INDICATOR | 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. |
|--------------------|------|---|

|                    |      |   |
|--------------------|------|---|
| SPECIFIC INDICATOR | 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. |
|--------------------|------|---|

|                    |      |   |
|--------------------|------|---|
| SPECIFIC INDICATOR | 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). |
|--------------------|------|---|

**DOMAIN**                      **Grade 6 Language Standards [L]**

|  |  |                                       |
|--|--|---------------------------------------|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Vocabulary Acquisition and Use</b> |
|--|--|---------------------------------------|

|          |   |   |
|----------|---|---|
| GSE STEM | 6 | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 6 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 6 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.) |
|----------|---|---|

**Lesson 07: Unit 3: Retelling Narrative Stories, p. 57-74**
**Rhode Island World-Class Standards**
**Language Arts**
**Grade 6 - Adopted: 2021**
**DOMAIN**                      **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

|  |  |                                |
|--|--|--------------------------------|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Text Types and Purposes</b> |
|--|--|--------------------------------|

|                 |          |  |
|-----------------|----------|--|
| <b>GSE STEM</b> | <b>1</b> | <b>Write arguments focused on discipline-specific content.</b> |
|-----------------|----------|--|

|                    |      |   |
|--------------------|------|---|
| SPECIFIC INDICATOR | 1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
|--------------------|------|---|

**DOMAIN**                      **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

|  |  |                                |
|--|--|--------------------------------|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Text Types and Purposes</b> |
|--|--|--------------------------------|

|                 |          |  |
|-----------------|----------|--|
| <b>GSE STEM</b> | <b>2</b> | <b>Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</b> |
|-----------------|----------|--|

|                    |      |   |
|--------------------|------|---|
| SPECIFIC INDICATOR | 2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
|--------------------|------|---|

**DOMAIN**                      **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

|  |  |   |
|--|--|---|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Production and Distribution of Writing</b> |
|--|--|---|

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

|          |   |  |
|----------|---|--|
| GSE STEM | 5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. |
|----------|---|--|

**DOMAIN**                      **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

|  |  |                         |
|--|--|-------------------------|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Range of Writing</b> |
|--|--|-------------------------|

|          |    |  |
|----------|----|--|
| GSE STEM | 10 | Write routinely over extended time frames (time for 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. |
|----------|----|--|

**DOMAIN**

**Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

|  |          |  |
|--|----------|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |          | <b>Comprehension and Collaboration</b>   |
| <b>GSE STEM</b>                        | <b>1</b> | <b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>   |
| SPECIFIC INDICATOR                     | 1.a.     | Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) |
| SPECIFIC INDICATOR                     | 1.b.     | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.   |
| SPECIFIC INDICATOR                     | 1.c.     | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.   |
| SPECIFIC INDICATOR                     | 1.d.     | Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.   |

**DOMAIN**

**Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

|  |   |   |
|--|---|---|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |   | <b>Presentation of Knowledge and Ideas</b>  |
| GSE STEM                               | 4 | Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate vocabulary, eye contact, volume, and pronunciation. |

**DOMAIN**

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

|  |   |   |
|--|---|---|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |   | <b>Key Ideas and Details</b>  |
| GSE STEM                               | 1 | Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text. |
| GSE STEM                               | 2 | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.  |
| GSE STEM                               | 3 | Analyze how and why individuals, events, and ideas develop and interact over the course of a text.  |

**DOMAIN**

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

|  |  |                            |
|--|--|----------------------------|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Craft and Structure</b> |
|--|--|----------------------------|

|  |    |   |
|--|----|---|
| GSE STEM                               | 4  | Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.       |
| <b>DOMAIN</b>                          |    | <b>College and Career Readiness Anchor Standards for Writing</b>  |
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |    | <b>Text Types and Purposes</b>  |
| GSE STEM                               | 3  | Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.  |
| <b>DOMAIN</b>                          |    | <b>College and Career Readiness Anchor Standards for Writing</b>  |
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |    | <b>Production and Distribution of Writing</b>   |
| GSE STEM                               | 4  | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  |
| GSE STEM                               | 5  | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.   |
| <b>DOMAIN</b>                          |    | <b>College and Career Readiness Anchor Standards for Writing</b>  |
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |    | <b>Research to Build and Present Knowledge</b>  |
| GSE STEM                               | 9  | Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.   |
| <b>DOMAIN</b>                          |    | <b>College and Career Readiness Anchor Standards for Writing</b>  |
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |    | <b>Range of Writing</b>   |
| GSE STEM                               | 10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
| <b>DOMAIN</b>                          |    | <b>College and Career Readiness Anchor Standards for Speaking and Listening</b>   |
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |    | <b>Comprehension and Collaboration</b>  |
| GSE STEM                               | 1  | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.        |
| GSE STEM                               | 2  | Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.  |
| <b>DOMAIN</b>                          |    | <b>College and Career Readiness Anchor Standards for Language</b>   |
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |    | <b>Vocabulary Acquisition and Use</b>   |

|          |   |  |
|----------|---|--|
| GSE STEM | 4 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.                                      |
| GSE STEM | 6 | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge. |

**DOMAIN** **Grade 6 Reading Standards**

|  |   |  |
|--|---|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |   | <b>Grade 6 Reading Standards for Literature [RL]</b>   |
| <b>GSE STEM</b>                        |   | <b>Key Ideas and Details</b>   |
| SPECIFIC INDICATOR                     | 1 | Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 6 Writing Standard 8 for more on quoting and paraphrasing.) |
| SPECIFIC INDICATOR                     | 2 | Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of a text distinct from personal opinions or judgments.   |
| SPECIFIC INDICATOR                     | 3 | Describe how the plot of a particular story, poem, or drama unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.   |

**DOMAIN** **Grade 6 Reading Standards**

|  |   |   |
|--|---|---|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |   | <b>Grade 6 Reading Standards for Literature [RL]</b>  |
| <b>GSE STEM</b>                        |   | <b>Craft and Structure</b>  |
| SPECIFIC INDICATOR                     | 4 | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices, including those that create repeated sounds and rhythms in poetry, on meaning, tone (i.e., author's attitude toward subject or audience), or mood (i.e., emotional atmosphere). (See grade 6 Language Standards 4–6 on applying knowledge of vocabulary to reading.) |
| SPECIFIC INDICATOR                     | 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.   |

**DOMAIN** **Grade 6 Reading Standards**

|  |    |  |
|--|----|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |    | <b>Grade 6 Reading Standards for Literature [RL]</b>   |
| <b>GSE STEM</b>                        |    | <b>Range of Reading and Level of Text Complexity</b>   |
| SPECIFIC INDICATOR                     | 10 | Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 6. |

**DOMAIN** **Grade 6 Writing Standards [W]**

|  |  |                                |
|--|--|--------------------------------|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Text Types and Purposes</b> |
|--|--|--------------------------------|

|                 |          |   |
|-----------------|----------|---|
| <b>GSE STEM</b> | <b>1</b> | <b>Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.</b> |
|-----------------|----------|---|

SPECIFIC INDICATOR 1.d. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

**DOMAIN Grade 6 Writing Standards [W]**

|  |  |                                |
|--|--|--------------------------------|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Text Types and Purposes</b> |
|--|--|--------------------------------|

|                 |          |  |
|-----------------|----------|--|
| <b>GSE STEM</b> | <b>2</b> | <b>Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b> |
|-----------------|----------|--|

SPECIFIC INDICATOR 2.e. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

**DOMAIN Grade 6 Writing Standards [W]**

|  |  |                                |
|--|--|--------------------------------|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Text Types and Purposes</b> |
|--|--|--------------------------------|

|                 |          |  |
|-----------------|----------|--|
| <b>GSE STEM</b> | <b>3</b> | <b>Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.</b> |
|-----------------|----------|--|

SPECIFIC INDICATOR 3.a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an appropriate narrative sequence.

SPECIFIC INDICATOR 3.b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

SPECIFIC INDICATOR 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

SPECIFIC INDICATOR 3.d. Use precise words and phrases, relevant descriptive details, figurative and sensory language, and techniques such as personification (e.g., "the fog crept in") to convey experiences or events.

SPECIFIC INDICATOR 3.e. Provide a conclusion that follows from the narrated experiences or events.

**DOMAIN Grade 6 Writing Standards [W]**

|  |  |   |
|--|--|---|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Production and Distribution of Writing</b> |
|--|--|---|

GSE STEM 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.)

**DOMAIN Grade 6 Writing Standards [W]**

|  |  |   |
|--|--|---|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Production and Distribution of Writing</b> |
|--|--|---|

|                 |          |  |
|-----------------|----------|--|
| <b>GSE STEM</b> | <b>5</b> | <b>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</b> |
|-----------------|----------|--|

|                    |      |   |
|--------------------|------|---|
| SPECIFIC INDICATOR | 5.a. | Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 6). |
|--------------------|------|---|

|                    |      |   |
|--------------------|------|---|
| SPECIFIC INDICATOR | 5.b. | Demonstrate the ability to select accurate vocabulary (as described in Language Standards 4–6 up to and including grade 6). |
|--------------------|------|---|

**DOMAIN** **Grade 6 Writing Standards [W]**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Research to Build and Present Knowledge</b> |
|--|--|--|

|          |   |  |
|----------|---|--|
| GSE STEM | 9 | Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 6 standards for Reading Literature or Reading Informational Text as needed. |
|----------|---|--|

**DOMAIN** **Grade 6 Writing Standards [W]**

|  |  |                         |
|--|--|-------------------------|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Range of Writing</b> |
|--|--|-------------------------|

|          |    |   |
|----------|----|---|
| GSE STEM | 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. |
|----------|----|---|

**DOMAIN** **Grade 6 Speaking and Listening Standards [SL]**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Comprehension and Collaboration</b> |
|--|--|--|

|                 |          |  |
|-----------------|----------|--|
| <b>GSE STEM</b> | <b>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> |
|-----------------|----------|--|

|                    |      |  |
|--------------------|------|--|
| SPECIFIC INDICATOR | 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. (See grade 6 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.) |
|--------------------|------|--|

|                    |      |  |
|--------------------|------|--|
| SPECIFIC INDICATOR | 1.b. | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. |
|--------------------|------|--|

|                    |      |  |
|--------------------|------|--|
| SPECIFIC INDICATOR | 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. |
|--------------------|------|--|

|                    |      |  |
|--------------------|------|--|
| SPECIFIC INDICATOR | 1.d. | Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. |
|--------------------|------|--|

**DOMAIN** **Grade 6 Language Standards [L]**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Conventions of Standard English</b> |
|--|--|--|

|                 |          |  |
|-----------------|----------|--|
| <b>GSE STEM</b> | <b>1</b> | <b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 6 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)</b> |
|-----------------|----------|--|

|                           |  |   |
|---------------------------|--|---|
| <b>SPECIFIC INDICATOR</b> |  | <b>Sentence Structure, Variety, and Meaning</b> |
|---------------------------|--|---|

INDICATOR 1.c. Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

**DOMAIN** Grade 6 Language Standards [L]

|  |  |                              |
|--|--|------------------------------|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Knowledge of Language</b> |
|--|--|------------------------------|

|                 |          |   |
|-----------------|----------|---|
| <b>GSE STEM</b> | <b>3</b> | <b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b> |
|-----------------|----------|---|

SPECIFIC INDICATOR 3.a. Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.

**DOMAIN** Grade 6 Language Standards [L]

|  |  |                                       |
|--|--|---------------------------------------|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Vocabulary Acquisition and Use</b> |
|--|--|---------------------------------------|

|                 |          |   |
|-----------------|----------|---|
| <b>GSE STEM</b> | <b>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> |
|-----------------|----------|---|

SPECIFIC INDICATOR 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.

SPECIFIC INDICATOR 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.

SPECIFIC INDICATOR 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).

**DOMAIN** Grade 6 Language Standards [L]

|  |  |                                       |
|--|--|---------------------------------------|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Vocabulary Acquisition and Use</b> |
|--|--|---------------------------------------|

GSE STEM 6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 6 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 6 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

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

**Rhode Island World-Class Standards**

**Language Arts**

Grade 6 - Adopted: 2021

**DOMAIN** Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

|  |  |                                |
|--|--|--------------------------------|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Text Types and Purposes</b> |
|--|--|--------------------------------|

|                 |          |  |
|-----------------|----------|--|
| <b>GSE STEM</b> | <b>1</b> | <b>Write arguments focused on discipline-specific content.</b> |
|-----------------|----------|--|





| STATEMENT OF ENDURING KNOWLEDGE |  | Research to Build and Present Knowledge |
|---------------------------------|--|---|
|---------------------------------|--|---|

|          |   |   |
|----------|---|---|
| GSE STEM | 9 | Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research. |
|----------|---|---|

**DOMAIN** **College and Career Readiness Anchor Standards for Writing**

| STATEMENT OF ENDURING KNOWLEDGE |  | Range of Writing |
|---------------------------------|--|------------------|
|---------------------------------|--|------------------|

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

**DOMAIN** **College and Career Readiness Anchor Standards for Speaking and Listening**

| STATEMENT OF ENDURING KNOWLEDGE |  | Comprehension and Collaboration |
|---------------------------------|--|---------------------------------|
|---------------------------------|--|---------------------------------|

|          |   |  |
|----------|---|--|
| GSE STEM | 1 | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. |
|----------|---|--|

|          |   |  |
|----------|---|--|
| GSE STEM | 2 | Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. |
|----------|---|--|

**DOMAIN** **College and Career Readiness Anchor Standards for Language**

| STATEMENT OF ENDURING KNOWLEDGE |  | Vocabulary Acquisition and Use |
|---------------------------------|--|--------------------------------|
|---------------------------------|--|--------------------------------|

|          |   |   |
|----------|---|---|
| GSE STEM | 4 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. |
|----------|---|---|

|          |   |  |
|----------|---|--|
| GSE STEM | 6 | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge. |
|----------|---|--|

**DOMAIN** **Grade 6 Reading Standards**

| STATEMENT OF ENDURING KNOWLEDGE |  | Grade 6 Reading Standards for Literature [RL] |
|---------------------------------|--|---|
|---------------------------------|--|---|

| GSE STEM |  | Key Ideas and Details |
|----------|--|-----------------------|
|----------|--|-----------------------|

|                    |   |  |
|--------------------|---|--|
| SPECIFIC INDICATOR | 1 | Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 6 Writing Standard 8 for more on quoting and paraphrasing.) |
|--------------------|---|--|

|                    |   |  |
|--------------------|---|--|
| SPECIFIC INDICATOR | 2 | Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of a text distinct from personal opinions or judgments. |
|--------------------|---|--|

|                    |   |  |
|--------------------|---|--|
| SPECIFIC INDICATOR | 3 | Describe how the plot of a particular story, poem, or drama unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. |
|--------------------|---|--|

**DOMAIN**                      **Grade 6 Reading Standards**

|  |   |   |
|--|---|---|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |   | <b>Grade 6 Reading Standards for Literature [RL]</b>  |
| <b>GSE STEM</b>                        |   | <b>Craft and Structure</b>  |
| SPECIFIC INDICATOR                     | 4 | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices, including those that create repeated sounds and rhythms in poetry, on meaning, tone (i.e., author's attitude toward subject or audience), or mood (i.e., emotional atmosphere). (See grade 6 Language Standards 4–6 on applying knowledge of vocabulary to reading.) |

|                    |   |   |
|--------------------|---|---|
| SPECIFIC INDICATOR | 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. |
|--------------------|---|---|

**DOMAIN**                      **Grade 6 Reading Standards**

|  |    |  |
|--|----|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |    | <b>Grade 6 Reading Standards for Literature [RL]</b>   |
| <b>GSE STEM</b>                        |    | <b>Range of Reading and Level of Text Complexity</b>   |
| SPECIFIC INDICATOR                     | 10 | Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 6. |

**DOMAIN**                      **Grade 6 Writing Standards [W]**

|  |      |   |
|--|------|---|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |      | <b>Text Types and Purposes</b>  |
| <b>GSE STEM</b>                        | 1    | <b>Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.</b> |
| SPECIFIC INDICATOR                     | 1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).                                     |

**DOMAIN**                      **Grade 6 Writing Standards [W]**

|  |      |  |
|--|------|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |      | <b>Text Types and Purposes</b>   |
| <b>GSE STEM</b>                        | 2    | <b>Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b> |
| SPECIFIC INDICATOR                     | 2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).  |

**DOMAIN**                      **Grade 6 Writing Standards [W]**

|  |      |  |
|--|------|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |      | <b>Text Types and Purposes</b>   |
| <b>GSE STEM</b>                        | 3    | <b>Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.</b> |
| SPECIFIC INDICATOR                     | 3.a. | Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an appropriate narrative sequence.           |

|                    |      |  |
|--------------------|------|--|
| SPECIFIC INDICATOR | 3.b. | Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.  |
| SPECIFIC INDICATOR | 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   |
| SPECIFIC INDICATOR | 3.d. | Use precise words and phrases, relevant descriptive details, figurative and sensory language, and techniques such as personification (e.g., "the fog crept in") to convey experiences or events. |
| SPECIFIC INDICATOR | 3.e. | Provide a conclusion that follows from the narrated experiences or events.   |

**DOMAIN**

**Grade 6 Writing Standards [W]**

|  |  |   |
|--|--|---|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Production and Distribution of Writing</b> |
|--|--|---|

|          |   |  |
|----------|---|--|
| GSE STEM | 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.) |
|----------|---|--|

**DOMAIN**

**Grade 6 Writing Standards [W]**

|  |          |  |
|--|----------|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |          | <b>Production and Distribution of Writing</b>  |
| <b>GSE STEM</b>                        | <b>5</b> | <b>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</b> |

|                    |      |   |
|--------------------|------|---|
| SPECIFIC INDICATOR | 5.a. | Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 6). |
|--------------------|------|---|

|                    |      |   |
|--------------------|------|---|
| SPECIFIC INDICATOR | 5.b. | Demonstrate the ability to select accurate vocabulary (as described in Language Standards 4–6 up to and including grade 6). |
|--------------------|------|---|

**DOMAIN**

**Grade 6 Writing Standards [W]**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Research to Build and Present Knowledge</b> |
|--|--|--|

|          |   |  |
|----------|---|--|
| GSE STEM | 9 | Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 6 standards for Reading Literature or Reading Informational Text as needed. |
|----------|---|--|

**DOMAIN**

**Grade 6 Writing Standards [W]**

|  |  |                         |
|--|--|-------------------------|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Range of Writing</b> |
|--|--|-------------------------|

|          |    |   |
|----------|----|---|
| GSE STEM | 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. |
|----------|----|---|

**DOMAIN**

**Grade 6 Speaking and Listening Standards [SL]**

|  |          |  |
|--|----------|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |          | <b>Comprehension and Collaboration</b>   |
| <b>GSE STEM</b>                        | <b>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>   |
| SPECIFIC INDICATOR                     | 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. (See grade 6 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.) |
| SPECIFIC INDICATOR                     | 1.b.     | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.   |
| SPECIFIC INDICATOR                     | 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.   |
| SPECIFIC INDICATOR                     | 1.d.     | Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.   |

**DOMAIN** **Grade 6 Language Standards [L]**

|  |          |  |
|--|----------|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |          | <b>Conventions of Standard English</b>   |
| <b>GSE STEM</b>                        | <b>1</b> | <b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 6 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)</b> |
| <b>SPECIFIC INDICATOR</b>              |          | <b>Sentence Structure, Variety, and Meaning</b>  |
| INDICATOR                              | 1.c.     | Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.   |

**DOMAIN** **Grade 6 Language Standards [L]**

|  |          |   |
|--|----------|---|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |          | <b>Knowledge of Language</b>  |
| <b>GSE STEM</b>                        | <b>3</b> | <b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>                   |
| SPECIFIC INDICATOR                     | 3.a.     | Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest. |

**DOMAIN** **Grade 6 Language Standards [L]**

|  |          |   |
|--|----------|---|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |          | <b>Vocabulary Acquisition and Use</b>   |
| <b>GSE STEM</b>                        | <b>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> |
| SPECIFIC INDICATOR                     | 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.                 |

|                    |      |   |
|--------------------|------|---|
| SPECIFIC INDICATOR | 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. |
| SPECIFIC INDICATOR | 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).   |

**DOMAIN** **Grade 6 Language Standards [L]**

|  |  |                                       |
|--|--|---------------------------------------|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Vocabulary Acquisition and Use</b> |
|--|--|---------------------------------------|

|          |   |   |
|----------|---|---|
| GSE STEM | 6 | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 6 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 6 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.) |
|----------|---|---|

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

**Rhode Island World-Class Standards**

**Language Arts**

**Grade 6 - Adopted: 2021**

**DOMAIN** **Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

|  |  |   |
|--|--|---|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]</b> |
|--|--|---|

|                 |  |                            |
|-----------------|--|----------------------------|
| <b>GSE STEM</b> |  | <b>Craft and Structure</b> |
|-----------------|--|----------------------------|

|                    |   |   |
|--------------------|---|---|
| SPECIFIC INDICATOR | 4 | Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. |
|--------------------|---|---|

**DOMAIN** **Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

|  |  |   |
|--|--|---|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]</b> |
|--|--|---|

|                 |  |  |
|-----------------|--|--|
| <b>GSE STEM</b> |  | <b>Range of Reading and Level of Text Complexity</b> |
|-----------------|--|--|

|                    |    |   |
|--------------------|----|---|
| SPECIFIC INDICATOR | 10 | Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course. |
|--------------------|----|---|

**DOMAIN** **Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

|  |  |   |
|--|--|---|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]</b> |
|--|--|---|

|                 |  |                              |
|-----------------|--|------------------------------|
| <b>GSE STEM</b> |  | <b>Key Ideas and Details</b> |
|-----------------|--|------------------------------|

|                    |   |  |
|--------------------|---|--|
| SPECIFIC INDICATOR | 1 | Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.) |
|--------------------|---|--|

|                    |   |  |
|--------------------|---|--|
| SPECIFIC INDICATOR | 2 | Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. |
|--------------------|---|--|

**DOMAIN**

**Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

|                                 |  |  |
|---------------------------------|--|--|
| STATEMENT OF ENDURING KNOWLEDGE |  | Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST] |
| GSE STEM                        |  | Craft and Structure  |

|                    |   |   |
|--------------------|---|---|
| SPECIFIC INDICATOR | 4 | Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics. |
|--------------------|---|---|

**DOMAIN**

**Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

|                                 |  |  |
|---------------------------------|--|--|
| STATEMENT OF ENDURING KNOWLEDGE |  | Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST] |
| GSE STEM                        |  | Range of Reading and Level of Text Complexity  |

|                    |    |  |
|--------------------|----|--|
| SPECIFIC INDICATOR | 10 | Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course. |
|--------------------|----|--|

**DOMAIN**

**Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

|                                 |   |   |
|---------------------------------|---|---|
| STATEMENT OF ENDURING KNOWLEDGE |   | Text Types and Purposes                                 |
| GSE STEM                        | 1 | Write arguments focused on discipline-specific content. |

|                    |      |   |
|--------------------|------|---|
| SPECIFIC INDICATOR | 1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
|--------------------|------|---|

**DOMAIN**

**Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

|                                 |   |   |
|---------------------------------|---|---|
| STATEMENT OF ENDURING KNOWLEDGE |   | Text Types and Purposes   |
| GSE STEM                        | 2 | Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. |

|                    |      |   |
|--------------------|------|---|
| SPECIFIC INDICATOR | 2.a. | Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
|--------------------|------|---|

|                    |      |   |
|--------------------|------|---|
| SPECIFIC INDICATOR | 2.b. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. |
|--------------------|------|---|

|                    |      |   |
|--------------------|------|---|
| SPECIFIC INDICATOR | 2.c. | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas, concepts, or procedures. |
|--------------------|------|---|

|                    |      |   |
|--------------------|------|---|
| SPECIFIC INDICATOR | 2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
|--------------------|------|---|

|   |          |   |
|---|----------|---|
| SPECIFIC INDICATOR  | 2.e.     | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).   |
| SPECIFIC INDICATOR  | 2.f.     | Provide a concluding statement or section that follows from and supports the information or explanation presented.  |
| <b>DOMAIN</b> <b>Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]</b>                 |          |   |
| <b>STATEMENT OF ENDURING KNOWLEDGE</b>  |          | <b>Production and Distribution of Writing</b>   |
| GSE STEM  | 4        | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  |
| GSE STEM  | 5        | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.  |
| <b>DOMAIN</b> <b>Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]</b>                 |          |   |
| <b>STATEMENT OF ENDURING KNOWLEDGE</b>  |          | <b>Research to Build and Present Knowledge</b>  |
| GSE STEM  | 8        | When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
| GSE STEM  | 9        | Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)  |
| <b>DOMAIN</b> <b>Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]</b>                 |          |   |
| <b>STATEMENT OF ENDURING KNOWLEDGE</b>  |          | <b>Range of Writing</b>   |
| GSE STEM  | 10       | Write routinely over extended time frames (time for 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>DOMAIN</b> <b>Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]</b> |          |   |
| <b>STATEMENT OF ENDURING KNOWLEDGE</b>  |          | <b>Comprehension and Collaboration</b>  |
| <b>GSE STEM</b>   | <b>1</b> | <b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>  |
| SPECIFIC INDICATOR  | 1.a.     | Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)                  |
| SPECIFIC INDICATOR  | 1.b.     | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.  |

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|--------------------|------|--|
| SPECIFIC INDICATOR | 1.c. | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. |
|--------------------|------|--|

|                    |      |  |
|--------------------|------|--|
| SPECIFIC INDICATOR | 1.d. | Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. |
|--------------------|------|--|

**DOMAIN** **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Presentation of Knowledge and Ideas</b> |
|--|--|--|

|          |   |   |
|----------|---|---|
| GSE STEM | 4 | Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate vocabulary, eye contact, volume, and pronunciation. |
|----------|---|---|

**DOMAIN** **College and Career Readiness Anchor Standards for Reading**

|  |  |                              |
|--|--|------------------------------|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Key Ideas and Details</b> |
|--|--|------------------------------|

|          |   |   |
|----------|---|---|
| GSE STEM | 1 | Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text. |
|----------|---|---|

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

**DOMAIN** **College and Career Readiness Anchor Standards for Reading**

|  |  |                            |
|--|--|----------------------------|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Craft and Structure</b> |
|--|--|----------------------------|

|          |   |   |
|----------|---|---|
| GSE STEM | 4 | Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. |
|----------|---|---|

**DOMAIN** **College and Career Readiness Anchor Standards for Writing**

|  |  |                                |
|--|--|--------------------------------|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Text Types and Purposes</b> |
|--|--|--------------------------------|

|          |   |  |
|----------|---|--|
| GSE STEM | 2 | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
|----------|---|--|

**DOMAIN** **College and Career Readiness Anchor Standards for Writing**

|  |  |   |
|--|--|---|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Production and Distribution of Writing</b> |
|--|--|---|

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

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

**DOMAIN** **College and Career Readiness Anchor Standards for Writing**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Research to Build and Present Knowledge</b> |
|--|--|--|

|          |   |   |
|----------|---|---|
| GSE STEM | 9 | Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research. |
|----------|---|---|

**DOMAIN** **College and Career Readiness Anchor Standards for Writing**

|  |  |                         |
|--|--|-------------------------|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Range of Writing</b> |
|--|--|-------------------------|

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

**DOMAIN** **College and Career Readiness Anchor Standards for Speaking and Listening**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Comprehension and Collaboration</b> |
|--|--|--|

|          |   |  |
|----------|---|--|
| GSE STEM | 1 | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. |
|----------|---|--|

|          |   |  |
|----------|---|--|
| GSE STEM | 2 | Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. |
|----------|---|--|

**DOMAIN** **College and Career Readiness Anchor Standards for Language**

|  |  |                                       |
|--|--|---------------------------------------|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Vocabulary Acquisition and Use</b> |
|--|--|---------------------------------------|

|          |   |   |
|----------|---|---|
| GSE STEM | 4 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. |
|----------|---|---|

|          |   |  |
|----------|---|--|
| GSE STEM | 6 | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge. |
|----------|---|--|

**DOMAIN** **Grade 6 Reading Standards**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Grade 6 Reading Standards for Informational Text [RI]</b> |
|--|--|--|

|                 |  |                              |
|-----------------|--|------------------------------|
| <b>GSE STEM</b> |  | <b>Key Ideas and Details</b> |
|-----------------|--|------------------------------|

|                    |   |  |
|--------------------|---|--|
| SPECIFIC INDICATOR | 1 | Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 6 Writing Standard 8 for more on quoting and paraphrasing.) |
|--------------------|---|--|

|                    |   |  |
|--------------------|---|--|
| SPECIFIC INDICATOR | 2 | Determine a text's central idea(s) and how particular details help convey the idea(s); provide a summary of a text distinct from personal opinions or judgments. |
|--------------------|---|--|

|                                 |      |   |
|---------------------------------|------|---|
| SPECIFIC INDICATOR              | 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>DOMAIN</b>                   |      | <b>Grade 6 Reading Standards</b>  |
| STATEMENT OF ENDURING KNOWLEDGE |      | Grade 6 Reading Standards for Informational Text [RI]   |
| GSE STEM                        |      | Craft and Structure   |
| SPECIFIC INDICATOR              | 4    | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; explain how word choice affects meaning and tone. (See grade 6 Language Standards 4–6 on applying knowledge of vocabulary to reading.)  |
| <b>DOMAIN</b>                   |      | <b>Grade 6 Reading Standards</b>  |
| STATEMENT OF ENDURING KNOWLEDGE |      | Grade 6 Reading Standards for Informational Text [RI]   |
| GSE STEM                        |      | Range of Reading and Level of Text Complexity   |
| SPECIFIC INDICATOR              | 10   | Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 6.   |
| <b>DOMAIN</b>                   |      | <b>Grade 6 Writing Standards [W]</b>  |
| STATEMENT OF ENDURING KNOWLEDGE |      | Text Types and Purposes   |
| GSE STEM                        | 1    | Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.  |
| SPECIFIC INDICATOR              | 1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).   |
| <b>DOMAIN</b>                   |      | <b>Grade 6 Writing Standards [W]</b>  |
| STATEMENT OF ENDURING KNOWLEDGE |      | Text Types and Purposes   |
| GSE STEM                        | 2    | Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.   |
| SPECIFIC INDICATOR              | 2.a. | Introduce a topic; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| SPECIFIC INDICATOR              | 2.b. | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.  |
| SPECIFIC INDICATOR              | 2.c. | Use appropriate transitions to clarify the relationships among ideas and concepts.  |
| SPECIFIC INDICATOR              | 2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic.   |

|                    |      |   |
|--------------------|------|---|
| SPECIFIC INDICATOR | 2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| SPECIFIC INDICATOR | 2.f. | Provide a concluding statement or section that follows from the information or explanation presented.   |

**DOMAIN** **Grade 6 Writing Standards [W]**

|  |          |  |
|--|----------|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |          | <b>Text Types and Purposes</b>   |
| <b>GSE STEM</b>                        | <b>3</b> | <b>Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.</b> |
| SPECIFIC INDICATOR                     | 3.b.     | Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.                                    |

|                    |      |  |
|--------------------|------|--|
| SPECIFIC INDICATOR | 3.d. | Use precise words and phrases, relevant descriptive details, figurative and sensory language, and techniques such as personification (e.g., “the fog crept in”) to convey experiences or events. |
|--------------------|------|--|

**DOMAIN** **Grade 6 Writing Standards [W]**

|  |   |  |
|--|---|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |   | <b>Production and Distribution of Writing</b>  |
| GSE STEM                               | 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.) |

**DOMAIN** **Grade 6 Writing Standards [W]**

|  |          |   |
|--|----------|---|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |          | <b>Production and Distribution of Writing</b>   |
| <b>GSE STEM</b>                        | <b>5</b> | <b>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</b>        |
| SPECIFIC INDICATOR                     | 5.a.     | Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 6).   |
| SPECIFIC INDICATOR                     | 5.b.     | Demonstrate the ability to select accurate vocabulary (as described in Language Standards 4–6 up to and including grade 6). |

**DOMAIN** **Grade 6 Writing Standards [W]**

|  |   |   |
|--|---|---|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |   | <b>Research to Build and Present Knowledge</b>  |
| GSE STEM                               | 8 | When conducting research, 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. |
| GSE STEM                               | 9 | Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 6 standards for Reading Literature or Reading Informational Text as needed.  |



**DOMAIN** Grade 6 Language Standards [L]

|  |      |   |
|--|------|---|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |      | <b>Vocabulary Acquisition and Use</b>   |
| <b>GSE STEM</b>                        | 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>SPECIFIC INDICATOR</b>              | 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>SPECIFIC INDICATOR</b>              | 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).                               |

**DOMAIN** Grade 6 Language Standards [L]

|  |   |   |
|--|---|---|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |   | <b>Vocabulary Acquisition and Use</b>   |
| <b>GSE STEM</b>                        | 6 | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 6 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 6 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.) |

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

**Rhode Island World-Class Standards****Language Arts**

## Grade 6 - Adopted: 2021

**DOMAIN** Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

|  |   |   |
|--|---|---|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |   | <b>Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]</b>   |
| <b>GSE STEM</b>                        |   | <b>Craft and Structure</b>  |
| <b>SPECIFIC INDICATOR</b>              | 4 | Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. |

**DOMAIN** Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

|  |    |   |
|--|----|---|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |    | <b>Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]</b>                                   |
| <b>GSE STEM</b>                        |    | <b>Range of Reading and Level of Text Complexity</b>  |
| <b>SPECIFIC INDICATOR</b>              | 10 | Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course. |

**DOMAIN** Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

|  |  |   |
|--|--|---|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]</b> |
|--|--|---|

| <b>GSE STEM</b>    |   | <b>Key Ideas and Details</b>   |
|--------------------|---|--|
| SPECIFIC INDICATOR | 1 | Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.) |

|                    |   |  |
|--------------------|---|--|
| SPECIFIC INDICATOR | 2 | Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. |
|--------------------|---|--|

**DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

|  |  |   |
|--|--|---|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]</b> |
|--|--|---|

|                 |  |                            |
|-----------------|--|----------------------------|
| <b>GSE STEM</b> |  | <b>Craft and Structure</b> |
|-----------------|--|----------------------------|

|                    |   |   |
|--------------------|---|---|
| SPECIFIC INDICATOR | 4 | Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics. |
|--------------------|---|---|

**DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

|  |  |   |
|--|--|---|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]</b> |
|--|--|---|

|                 |  |  |
|-----------------|--|--|
| <b>GSE STEM</b> |  | <b>Range of Reading and Level of Text Complexity</b> |
|-----------------|--|--|

|                    |    |  |
|--------------------|----|--|
| SPECIFIC INDICATOR | 10 | Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course. |
|--------------------|----|--|

**DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

|  |  |                                |
|--|--|--------------------------------|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Text Types and Purposes</b> |
|--|--|--------------------------------|

|                 |          |  |
|-----------------|----------|--|
| <b>GSE STEM</b> | <b>1</b> | <b>Write arguments focused on discipline-specific content.</b> |
|-----------------|----------|--|

|                    |      |   |
|--------------------|------|---|
| SPECIFIC INDICATOR | 1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
|--------------------|------|---|

**DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

|  |  |                                |
|--|--|--------------------------------|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Text Types and Purposes</b> |
|--|--|--------------------------------|

|                 |          |  |
|-----------------|----------|--|
| <b>GSE STEM</b> | <b>2</b> | <b>Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</b> |
|-----------------|----------|--|

|                    |      |   |
|--------------------|------|---|
| SPECIFIC INDICATOR | 2.a. | Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
|--------------------|------|---|

|                    |      |   |
|--------------------|------|---|
| SPECIFIC INDICATOR | 2.b. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. |
|--------------------|------|---|

|                    |      |   |
|--------------------|------|---|
| SPECIFIC INDICATOR | 2.c. | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas, concepts, or procedures. |
|--------------------|------|---|

|                    |      |  |
|--------------------|------|--|
| SPECIFIC INDICATOR | 2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic.                          |
| SPECIFIC INDICATOR | 2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).            |
| SPECIFIC INDICATOR | 2.f. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |

**DOMAIN** **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

|  |   |  |
|--|---|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |   | <b>Production and Distribution of Writing</b>  |
| GSE STEM                               | 4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.   |
| GSE STEM                               | 5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. |

**DOMAIN** **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

|  |   |   |
|--|---|---|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |   | <b>Research to Build and Present Knowledge</b>  |
| GSE STEM                               | 8 | When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
| GSE STEM                               | 9 | Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)  |

**DOMAIN** **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

|  |    |  |
|--|----|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |    | <b>Range of Writing</b>  |
| GSE STEM                               | 10 | Write routinely over extended time frames (time for 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. |

**DOMAIN** **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

|  |          |  |
|--|----------|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |          | <b>Comprehension and Collaboration</b>   |
| <b>GSE STEM</b>                        | <b>1</b> | <b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>   |
| SPECIFIC INDICATOR                     | 1.a.     | Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) |

|                    |      |  |
|--------------------|------|--|
| SPECIFIC INDICATOR | 1.b. | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.   |
| SPECIFIC INDICATOR | 1.c. | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. |
| SPECIFIC INDICATOR | 1.d. | Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.             |

**DOMAIN** **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

|  |   |   |
|--|---|---|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |   | <b>Presentation of Knowledge and Ideas</b>  |
| GSE STEM                               | 4 | Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate vocabulary, eye contact, volume, and pronunciation. |

**DOMAIN** **College and Career Readiness Anchor Standards for Reading**

|  |   |   |
|--|---|---|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |   | <b>Key Ideas and Details</b>  |
| GSE STEM                               | 1 | Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text. |
| GSE STEM                               | 2 | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.  |

**DOMAIN** **College and Career Readiness Anchor Standards for Reading**

|  |   |   |
|--|---|---|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |   | <b>Craft and Structure</b>  |
| GSE STEM                               | 4 | Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. |

**DOMAIN** **College and Career Readiness Anchor Standards for Writing**

|  |   |  |
|--|---|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |   | <b>Text Types and Purposes</b>   |
| GSE STEM                               | 2 | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |

**DOMAIN** **College and Career Readiness Anchor Standards for Writing**

|  |   |  |
|--|---|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |   | <b>Production and Distribution of Writing</b>  |
| GSE STEM                               | 4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |

|  |    |  |
|--|----|--|
| GSE STEM                               | 5  | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  |
| <b>DOMAIN</b>                          |    | <b>College and Career Readiness Anchor Standards for Writing</b>   |
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |    | <b>Research to Build and Present Knowledge</b>   |
| GSE STEM                               | 9  | Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.  |
| <b>DOMAIN</b>                          |    | <b>College and Career Readiness Anchor Standards for Writing</b>   |
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |    | <b>Range of Writing</b>  |
| GSE STEM                               | 10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.  |
| <b>DOMAIN</b>                          |    | <b>College and Career Readiness Anchor Standards for Speaking and Listening</b>  |
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |    | <b>Comprehension and Collaboration</b>   |
| GSE STEM                               | 1  | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.   |
| GSE STEM                               | 2  | Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.   |
| <b>DOMAIN</b>                          |    | <b>College and Career Readiness Anchor Standards for Language</b>  |
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |    | <b>Vocabulary Acquisition and Use</b>  |
| GSE STEM                               | 4  | Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.                                      |
| GSE STEM                               | 6  | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge. |
| <b>DOMAIN</b>                          |    | <b>Grade 6 Reading Standards</b>   |
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |    | <b>Grade 6 Reading Standards for Informational Text [RI]</b>   |
| <b>GSE STEM</b>                        |    | <b>Key Ideas and Details</b>   |
| SPECIFIC INDICATOR                     | 1  | Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 6 Writing Standard 8 for more on quoting and paraphrasing.)                         |

|                    |   |  |
|--------------------|---|--|
| SPECIFIC INDICATOR | 2 | Determine a text's central idea(s) and how particular details help convey the idea(s); provide a summary of a text distinct from personal opinions or judgments. |
| SPECIFIC INDICATOR | 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).               |

**DOMAIN**

**Grade 6 Reading Standards**

|                                 |  |   |
|---------------------------------|--|---|
| STATEMENT OF ENDURING KNOWLEDGE |  | Grade 6 Reading Standards for Informational Text [RI] |
| GSE STEM                        |  | Craft and Structure                                   |

|                    |   |  |
|--------------------|---|--|
| SPECIFIC INDICATOR | 4 | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; explain how word choice affects meaning and tone. (See grade 6 Language Standards 4–6 on applying knowledge of vocabulary to reading.) |
|--------------------|---|--|

**DOMAIN**

**Grade 6 Reading Standards**

|                                 |  |   |
|---------------------------------|--|---|
| STATEMENT OF ENDURING KNOWLEDGE |  | Grade 6 Reading Standards for Informational Text [RI] |
| GSE STEM                        |  | Range of Reading and Level of Text Complexity         |

|                    |    |   |
|--------------------|----|---|
| SPECIFIC INDICATOR | 10 | Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 6. |
|--------------------|----|---|

**DOMAIN**

**Grade 6 Writing Standards [W]**

|                                 |   |  |
|---------------------------------|---|--|
| STATEMENT OF ENDURING KNOWLEDGE |   | Text Types and Purposes  |
| GSE STEM                        | 1 | Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence. |

|                    |      |   |
|--------------------|------|---|
| SPECIFIC INDICATOR | 1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
|--------------------|------|---|

**DOMAIN**

**Grade 6 Writing Standards [W]**

|                                 |   |   |
|---------------------------------|---|---|
| STATEMENT OF ENDURING KNOWLEDGE |   | Text Types and Purposes   |
| GSE STEM                        | 2 | Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. |

|                    |      |   |
|--------------------|------|---|
| SPECIFIC INDICATOR | 2.a. | Introduce a topic; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
|--------------------|------|---|

|                    |      |  |
|--------------------|------|--|
| SPECIFIC INDICATOR | 2.b. | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |
|--------------------|------|--|

|                    |      |  |
|--------------------|------|--|
| SPECIFIC INDICATOR | 2.c. | Use appropriate transitions to clarify the relationships among ideas and concepts. |
|--------------------|------|--|

|                    |      |   |
|--------------------|------|---|
| SPECIFIC INDICATOR | 2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic.               |
| SPECIFIC INDICATOR | 2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| SPECIFIC INDICATOR | 2.f. | Provide a concluding statement or section that follows from the information or explanation presented.   |

**DOMAIN** **Grade 6 Writing Standards [W]**

|                                 |          |  |
|---------------------------------|----------|--|
| STATEMENT OF ENDURING KNOWLEDGE |          | <b>Text Types and Purposes</b>   |
| GSE STEM                        | <b>3</b> | <b>Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.</b> |

|                    |      |  |
|--------------------|------|--|
| SPECIFIC INDICATOR | 3.b. | Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.  |
| SPECIFIC INDICATOR | 3.d. | Use precise words and phrases, relevant descriptive details, figurative and sensory language, and techniques such as personification (e.g., “the fog crept in”) to convey experiences or events. |

**DOMAIN** **Grade 6 Writing Standards [W]**

|                                 |          |  |
|---------------------------------|----------|--|
| STATEMENT OF ENDURING KNOWLEDGE |          | <b>Production and Distribution of Writing</b>  |
| GSE STEM                        | <b>4</b> | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.) |

**DOMAIN** **Grade 6 Writing Standards [W]**

|                                 |          |  |
|---------------------------------|----------|--|
| STATEMENT OF ENDURING KNOWLEDGE |          | <b>Production and Distribution of Writing</b>  |
| GSE STEM                        | <b>5</b> | <b>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</b> |

|                    |      |   |
|--------------------|------|---|
| SPECIFIC INDICATOR | 5.a. | Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 6).   |
| SPECIFIC INDICATOR | 5.b. | Demonstrate the ability to select accurate vocabulary (as described in Language Standards 4–6 up to and including grade 6). |

**DOMAIN** **Grade 6 Writing Standards [W]**

|                                 |          |   |
|---------------------------------|----------|---|
| STATEMENT OF ENDURING KNOWLEDGE |          | <b>Research to Build and Present Knowledge</b>  |
| GSE STEM                        | <b>8</b> | When conducting research, 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. |

|          |   |  |
|----------|---|--|
| GSE STEM | 9 | Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 6 standards for Reading Literature or Reading Informational Text as needed. |
|----------|---|--|

**DOMAIN** **Grade 6 Writing Standards [W]**

|  |  |                         |
|--|--|-------------------------|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Range of Writing</b> |
|--|--|-------------------------|

|          |    |   |
|----------|----|---|
| GSE STEM | 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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**DOMAIN** **Grade 6 Speaking and Listening Standards [SL]**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Comprehension and Collaboration</b> |
|--|--|--|

|                 |          |  |
|-----------------|----------|--|
| <b>GSE STEM</b> | <b>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> |
|-----------------|----------|--|

|                    |      |  |
|--------------------|------|--|
| SPECIFIC INDICATOR | 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. (See grade 6 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.) |
|--------------------|------|--|

|                    |      |  |
|--------------------|------|--|
| SPECIFIC INDICATOR | 1.b. | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. |
|--------------------|------|--|

|                    |      |  |
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| SPECIFIC INDICATOR | 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. |
|--------------------|------|--|

|                    |      |  |
|--------------------|------|--|
| SPECIFIC INDICATOR | 1.d. | Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. |
|--------------------|------|--|

**DOMAIN** **Grade 6 Language Standards [L]**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Conventions of Standard English</b> |
|--|--|--|

|                 |          |  |
|-----------------|----------|--|
| <b>GSE STEM</b> | <b>1</b> | <b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 6 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)</b> |
|-----------------|----------|--|

|                           |  |   |
|---------------------------|--|---|
| <b>SPECIFIC INDICATOR</b> |  | <b>Sentence Structure, Variety, and Meaning</b> |
|---------------------------|--|---|

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|-----------|------|--|
| INDICATOR | 1.c. | Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. |
|-----------|------|--|

**DOMAIN** **Grade 6 Language Standards [L]**

|  |  |                              |
|--|--|------------------------------|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Knowledge of Language</b> |
|--|--|------------------------------|

|                 |          |   |
|-----------------|----------|---|
| <b>GSE STEM</b> | <b>3</b> | <b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b> |
|-----------------|----------|---|

|                                 |      |   |
|---------------------------------|------|---|
| SPECIFIC INDICATOR              | 3.a. | Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.   |
| <b>DOMAIN</b>                   |      | <b>Grade 6 Language Standards [L]</b>   |
| STATEMENT OF ENDURING KNOWLEDGE |      | Vocabulary Acquisition and Use  |
| GSE STEM                        | 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.                                    |
| SPECIFIC INDICATOR              | 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.   |
| SPECIFIC INDICATOR              | 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. |
| SPECIFIC INDICATOR              | 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>DOMAIN</b>                   |   | <b>Grade 6 Language Standards [L]</b>   |
| STATEMENT OF ENDURING KNOWLEDGE |   | Vocabulary Acquisition and Use  |
| GSE STEM                        | 6 | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 6 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 6 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.) |

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

## Rhode Island World-Class Standards

### Language Arts

#### Grade 6 - Adopted: 2021

|                                 |   |   |
|---------------------------------|---|---|
| <b>DOMAIN</b>                   |   | <b>Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards</b>   |
| STATEMENT OF ENDURING KNOWLEDGE |   | Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]  |
| GSE STEM                        |   | Craft and Structure   |
| SPECIFIC INDICATOR              | 4 | Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. |

|                                 |  |  |
|---------------------------------|--|--|
| <b>DOMAIN</b>                   |  | <b>Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards</b>              |
| STATEMENT OF ENDURING KNOWLEDGE |  | Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H] |
| GSE STEM                        |  | Range of Reading and Level of Text Complexity  |

|                    |    |   |
|--------------------|----|---|
| SPECIFIC INDICATOR | 10 | Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course. |
|--------------------|----|---|

**DOMAIN** **Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

|                                 |  |  |
|---------------------------------|--|--|
| STATEMENT OF ENDURING KNOWLEDGE |  | Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST] |
| GSE STEM                        |  | Key Ideas and Details  |

|                    |   |  |
|--------------------|---|--|
| SPECIFIC INDICATOR | 1 | Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.) |
|--------------------|---|--|

|                    |   |  |
|--------------------|---|--|
| SPECIFIC INDICATOR | 2 | Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. |
|--------------------|---|--|

**DOMAIN** **Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

|                                 |  |  |
|---------------------------------|--|--|
| STATEMENT OF ENDURING KNOWLEDGE |  | Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST] |
| GSE STEM                        |  | Craft and Structure  |

|                    |   |   |
|--------------------|---|---|
| SPECIFIC INDICATOR | 4 | Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics. |
|--------------------|---|---|

**DOMAIN** **Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

|                                 |  |  |
|---------------------------------|--|--|
| STATEMENT OF ENDURING KNOWLEDGE |  | Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST] |
| GSE STEM                        |  | Range of Reading and Level of Text Complexity  |

|                    |    |  |
|--------------------|----|--|
| SPECIFIC INDICATOR | 10 | Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course. |
|--------------------|----|--|

**DOMAIN** **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

|                                 |   |   |
|---------------------------------|---|---|
| STATEMENT OF ENDURING KNOWLEDGE |   | Text Types and Purposes                                 |
| GSE STEM                        | 1 | Write arguments focused on discipline-specific content. |

|                    |      |   |
|--------------------|------|---|
| SPECIFIC INDICATOR | 1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
|--------------------|------|---|

**DOMAIN** **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

|                                 |   |   |
|---------------------------------|---|---|
| STATEMENT OF ENDURING KNOWLEDGE |   | Text Types and Purposes   |
| GSE STEM                        | 2 | Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. |

|                    |      |   |
|--------------------|------|---|
| SPECIFIC INDICATOR | 2.a. | Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| SPECIFIC INDICATOR | 2.b. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.   |
| SPECIFIC INDICATOR | 2.c. | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas, concepts, or procedures.   |
| SPECIFIC INDICATOR | 2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic.   |
| SPECIFIC INDICATOR | 2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).   |
| SPECIFIC INDICATOR | 2.f. | Provide a concluding statement or section that follows from and supports the information or explanation presented.  |

**DOMAIN**

**Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

|  |   |  |
|--|---|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |   | <b>Production and Distribution of Writing</b>  |
| GSE STEM                               | 4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.   |
| GSE STEM                               | 5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. |

**DOMAIN**

**Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

|  |   |   |
|--|---|---|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |   | <b>Research to Build and Present Knowledge</b>  |
| GSE STEM                               | 8 | When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
| GSE STEM                               | 9 | Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)  |

**DOMAIN**

**Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

|  |    |  |
|--|----|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |    | <b>Range of Writing</b>  |
| GSE STEM                               | 10 | Write routinely over extended time frames (time for 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. |

**DOMAIN**

**Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

| STATEMENT OF ENDURING KNOWLEDGE |      | Comprehension and Collaboration  |
|---------------------------------|------|--|
| GSE STEM                        | 1    | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.  |
| SPECIFIC INDICATOR              | 1.a. | Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) |
| SPECIFIC INDICATOR              | 1.b. | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.   |
| SPECIFIC INDICATOR              | 1.c. | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.   |
| SPECIFIC INDICATOR              | 1.d. | Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.   |

**DOMAIN**

**Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

| STATEMENT OF ENDURING KNOWLEDGE |   | Presentation of Knowledge and Ideas   |
|---------------------------------|---|---|
| GSE STEM                        | 4 | Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate vocabulary, eye contact, volume, and pronunciation. |

**DOMAIN**

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

| STATEMENT OF ENDURING KNOWLEDGE |   | Key Ideas and Details   |
|---------------------------------|---|---|
| GSE STEM                        | 1 | Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text. |
| GSE STEM                        | 2 | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.  |

**DOMAIN**

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

| STATEMENT OF ENDURING KNOWLEDGE |   | Craft and Structure   |
|---------------------------------|---|---|
| GSE STEM                        | 4 | Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. |

**DOMAIN**

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

| STATEMENT OF ENDURING KNOWLEDGE |  | Text Types and Purposes |
|---------------------------------|--|-------------------------|
|---------------------------------|--|-------------------------|

|          |   |  |
|----------|---|--|
| GSE STEM | 2 | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
|----------|---|--|

**DOMAIN**

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

| STATEMENT OF ENDURING KNOWLEDGE |  | Production and Distribution of Writing |
|---------------------------------|--|--|
|---------------------------------|--|--|

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

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

**DOMAIN**

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

| STATEMENT OF ENDURING KNOWLEDGE |  | Research to Build and Present Knowledge |
|---------------------------------|--|---|
|---------------------------------|--|---|

|          |   |   |
|----------|---|---|
| GSE STEM | 9 | Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research. |
|----------|---|---|

**DOMAIN**

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

| STATEMENT OF ENDURING KNOWLEDGE |  | Range of Writing |
|---------------------------------|--|------------------|
|---------------------------------|--|------------------|

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

**DOMAIN**

**College and Career Readiness Anchor Standards for Speaking and Listening**

| STATEMENT OF ENDURING KNOWLEDGE |  | Comprehension and Collaboration |
|---------------------------------|--|---------------------------------|
|---------------------------------|--|---------------------------------|

|          |   |  |
|----------|---|--|
| GSE STEM | 1 | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. |
|----------|---|--|

|          |   |  |
|----------|---|--|
| GSE STEM | 2 | Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. |
|----------|---|--|

**DOMAIN**

**College and Career Readiness Anchor Standards for Language**

| STATEMENT OF ENDURING KNOWLEDGE |  | Vocabulary Acquisition and Use |
|---------------------------------|--|--------------------------------|
|---------------------------------|--|--------------------------------|

|          |   |   |
|----------|---|---|
| GSE STEM | 4 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. |
|----------|---|---|

|          |   |  |
|----------|---|--|
| GSE STEM | 6 | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge. |
|----------|---|--|

**DOMAIN**                      **Grade 6 Reading Standards**

|  |   |  |
|--|---|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |   | <b>Grade 6 Reading Standards for Informational Text [RI]</b>   |
| <b>GSE STEM</b>                        |   | <b>Key Ideas and Details</b>   |
| SPECIFIC INDICATOR                     | 1 | Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 6 Writing Standard 8 for more on quoting and paraphrasing.) |
| SPECIFIC INDICATOR                     | 2 | Determine a text's central idea(s) and how particular details help convey the idea(s); provide a summary of a text distinct from personal opinions or judgments.   |
| SPECIFIC INDICATOR                     | 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).   |

**DOMAIN**                      **Grade 6 Reading Standards**

|  |   |  |
|--|---|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |   | <b>Grade 6 Reading Standards for Informational Text [RI]</b>   |
| <b>GSE STEM</b>                        |   | <b>Craft and Structure</b>   |
| SPECIFIC INDICATOR                     | 4 | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; explain how word choice affects meaning and tone. (See grade 6 Language Standards 4–6 on applying knowledge of vocabulary to reading.) |

**DOMAIN**                      **Grade 6 Reading Standards**

|  |    |   |
|--|----|---|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |    | <b>Grade 6 Reading Standards for Informational Text [RI]</b>  |
| <b>GSE STEM</b>                        |    | <b>Range of Reading and Level of Text Complexity</b>  |
| SPECIFIC INDICATOR                     | 10 | Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 6. |

**DOMAIN**                      **Grade 6 Writing Standards [W]**

|  |      |   |
|--|------|---|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |      | <b>Text Types and Purposes</b>  |
| <b>GSE STEM</b>                        | 1    | <b>Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.</b> |
| SPECIFIC INDICATOR                     | 1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).                                     |

**DOMAIN**                      **Grade 6 Writing Standards [W]**

|  |   |  |
|--|---|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |   | <b>Text Types and Purposes</b>   |
| <b>GSE STEM</b>                        | 2 | <b>Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b> |

|                    |      |   |
|--------------------|------|---|
| SPECIFIC INDICATOR | 2.a. | Introduce a topic; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| SPECIFIC INDICATOR | 2.b. | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.  |
| SPECIFIC INDICATOR | 2.c. | Use appropriate transitions to clarify the relationships among ideas and concepts.  |
| SPECIFIC INDICATOR | 2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic.   |
| SPECIFIC INDICATOR | 2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).   |
| SPECIFIC INDICATOR | 2.f. | Provide a concluding statement or section that follows from the information or explanation presented.   |

**DOMAIN**

**Grade 6 Writing Standards [W]**

|  |          |  |
|--|----------|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |          | <b>Text Types and Purposes</b>   |
| <b>GSE STEM</b>                        | <b>3</b> | <b>Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.</b>                                       |
| SPECIFIC INDICATOR                     | 3.b.     | Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.  |
| SPECIFIC INDICATOR                     | 3.d.     | Use precise words and phrases, relevant descriptive details, figurative and sensory language, and techniques such as personification (e.g., “the fog crept in”) to convey experiences or events. |

**DOMAIN**

**Grade 6 Writing Standards [W]**

|  |          |   |
|--|----------|---|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |          | <b>Production and Distribution of Writing</b>   |
| <b>GSE STEM</b>                        | <b>4</b> | <b>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)</b> |

**DOMAIN**

**Grade 6 Writing Standards [W]**

|  |          |   |
|--|----------|---|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |          | <b>Production and Distribution of Writing</b>   |
| <b>GSE STEM</b>                        | <b>5</b> | <b>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</b>      |
| SPECIFIC INDICATOR                     | 5.a.     | Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 6). |

|                    |      |   |
|--------------------|------|---|
| SPECIFIC INDICATOR | 5.b. | Demonstrate the ability to select accurate vocabulary (as described in Language Standards 4–6 up to and including grade 6). |
|--------------------|------|---|

**DOMAIN** **Grade 6 Writing Standards [W]**

|                                 |  |  |
|---------------------------------|--|--|
| STATEMENT OF ENDURING KNOWLEDGE |  | <b>Research to Build and Present Knowledge</b> |
|---------------------------------|--|--|

|          |   |   |
|----------|---|---|
| GSE STEM | 8 | When conducting research, 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. |
|----------|---|---|

|          |   |  |
|----------|---|--|
| GSE STEM | 9 | Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 6 standards for Reading Literature or Reading Informational Text as needed. |
|----------|---|--|

**DOMAIN** **Grade 6 Writing Standards [W]**

|                                 |  |                         |
|---------------------------------|--|-------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | <b>Range of Writing</b> |
|---------------------------------|--|-------------------------|

|          |    |   |
|----------|----|---|
| GSE STEM | 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. |
|----------|----|---|

**DOMAIN** **Grade 6 Speaking and Listening Standards [SL]**

|                                 |  |  |
|---------------------------------|--|--|
| STATEMENT OF ENDURING KNOWLEDGE |  | <b>Comprehension and Collaboration</b> |
|---------------------------------|--|--|

|          |   |  |
|----------|---|--|
| GSE STEM | 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> |
|----------|---|--|

|                    |      |  |
|--------------------|------|--|
| SPECIFIC INDICATOR | 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. (See grade 6 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.) |
|--------------------|------|--|

|                    |      |  |
|--------------------|------|--|
| SPECIFIC INDICATOR | 1.b. | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. |
|--------------------|------|--|

|                    |      |  |
|--------------------|------|--|
| SPECIFIC INDICATOR | 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. |
|--------------------|------|--|

|                    |      |  |
|--------------------|------|--|
| SPECIFIC INDICATOR | 1.d. | Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. |
|--------------------|------|--|

**DOMAIN** **Grade 6 Language Standards [L]**

|                                 |  |  |
|---------------------------------|--|--|
| STATEMENT OF ENDURING KNOWLEDGE |  | <b>Conventions of Standard English</b> |
|---------------------------------|--|--|

|          |   |  |
|----------|---|--|
| GSE STEM | 1 | <b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 6 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)</b> |
|----------|---|--|

|                           |  |   |
|---------------------------|--|---|
| <b>SPECIFIC INDICATOR</b> |  | <b>Sentence Structure, Variety, and Meaning</b> |
|---------------------------|--|---|

INDICATOR 1.c. Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

**DOMAIN** Grade 6 Language Standards [L]

|  |  |                              |
|--|--|------------------------------|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Knowledge of Language</b> |
|--|--|------------------------------|

|                 |          |   |
|-----------------|----------|---|
| <b>GSE STEM</b> | <b>3</b> | <b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b> |
|-----------------|----------|---|

SPECIFIC INDICATOR 3.a. Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.

**DOMAIN** Grade 6 Language Standards [L]

|  |  |                                       |
|--|--|---------------------------------------|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Vocabulary Acquisition and Use</b> |
|--|--|---------------------------------------|

|                 |          |   |
|-----------------|----------|---|
| <b>GSE STEM</b> | <b>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> |
|-----------------|----------|---|

SPECIFIC INDICATOR 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.

SPECIFIC INDICATOR 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.

SPECIFIC INDICATOR 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).

**DOMAIN** Grade 6 Language Standards [L]

|  |  |                                       |
|--|--|---------------------------------------|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Vocabulary Acquisition and Use</b> |
|--|--|---------------------------------------|

GSE STEM 6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 6 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 6 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

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

**Rhode Island World-Class Standards**

**Language Arts**

Grade 6 - Adopted: 2021

**DOMAIN** Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

|  |  |   |
|--|--|---|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]</b> |
|--|--|---|

|                 |  |                            |
|-----------------|--|----------------------------|
| <b>GSE STEM</b> |  | <b>Craft and Structure</b> |
|-----------------|--|----------------------------|

|                    |   |   |
|--------------------|---|---|
| SPECIFIC INDICATOR | 4 | Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. |
|--------------------|---|---|

**DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

|                                 |  |  |
|---------------------------------|--|--|
| STATEMENT OF ENDURING KNOWLEDGE |  | Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H] |
| GSE STEM                        |  | Range of Reading and Level of Text Complexity  |

|                    |    |   |
|--------------------|----|---|
| SPECIFIC INDICATOR | 10 | Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course. |
|--------------------|----|---|

**DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

|                                 |  |  |
|---------------------------------|--|--|
| STATEMENT OF ENDURING KNOWLEDGE |  | Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST] |
| GSE STEM                        |  | Key Ideas and Details  |

|                    |   |  |
|--------------------|---|--|
| SPECIFIC INDICATOR | 1 | Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.) |
|--------------------|---|--|

|                    |   |  |
|--------------------|---|--|
| SPECIFIC INDICATOR | 2 | Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. |
|--------------------|---|--|

**DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

|                                 |  |  |
|---------------------------------|--|--|
| STATEMENT OF ENDURING KNOWLEDGE |  | Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST] |
| GSE STEM                        |  | Craft and Structure  |

|                    |   |   |
|--------------------|---|---|
| SPECIFIC INDICATOR | 4 | Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics. |
|--------------------|---|---|

**DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

|                                 |  |  |
|---------------------------------|--|--|
| STATEMENT OF ENDURING KNOWLEDGE |  | Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST] |
| GSE STEM                        |  | Range of Reading and Level of Text Complexity  |

|                    |    |  |
|--------------------|----|--|
| SPECIFIC INDICATOR | 10 | Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course. |
|--------------------|----|--|

**DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

|                                 |   |   |
|---------------------------------|---|---|
| STATEMENT OF ENDURING KNOWLEDGE |   | Text Types and Purposes                                 |
| GSE STEM                        | 1 | Write arguments focused on discipline-specific content. |

|                    |      |   |
|--------------------|------|---|
| SPECIFIC INDICATOR | 1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
|--------------------|------|---|

**DOMAIN**

**Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

|  |          |  |
|--|----------|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |          | <b>Text Types and Purposes</b>   |
| <b>GSE STEM</b>                        | <b>2</b> | <b>Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</b> |

|                    |      |   |
|--------------------|------|---|
| SPECIFIC INDICATOR | 2.a. | Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
|--------------------|------|---|

|                    |      |   |
|--------------------|------|---|
| SPECIFIC INDICATOR | 2.b. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. |
|--------------------|------|---|

|                    |      |   |
|--------------------|------|---|
| SPECIFIC INDICATOR | 2.c. | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas, concepts, or procedures. |
|--------------------|------|---|

|                    |      |   |
|--------------------|------|---|
| SPECIFIC INDICATOR | 2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
|--------------------|------|---|

|                    |      |   |
|--------------------|------|---|
| SPECIFIC INDICATOR | 2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
|--------------------|------|---|

|                    |      |  |
|--------------------|------|--|
| SPECIFIC INDICATOR | 2.f. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
|--------------------|------|--|

**DOMAIN**

**Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

|  |  |   |
|--|--|---|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Production and Distribution of Writing</b> |
|--|--|---|

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

|          |   |  |
|----------|---|--|
| GSE STEM | 5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. |
|----------|---|--|

**DOMAIN**

**Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Research to Build and Present Knowledge</b> |
|--|--|--|

|          |   |   |
|----------|---|---|
| GSE STEM | 8 | When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
|----------|---|---|

|          |   |  |
|----------|---|--|
| GSE STEM | 9 | Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) |
|----------|---|--|

**DOMAIN****Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

| STATEMENT OF ENDURING KNOWLEDGE |  | Range of Writing |
|---------------------------------|--|------------------|
|---------------------------------|--|------------------|

|          |    |  |
|----------|----|--|
| GSE STEM | 10 | Write routinely over extended time frames (time for 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. |
|----------|----|--|

**DOMAIN****Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

| STATEMENT OF ENDURING KNOWLEDGE |  | Comprehension and Collaboration |
|---------------------------------|--|---------------------------------|
|---------------------------------|--|---------------------------------|

|          |   |  |
|----------|---|--|
| GSE STEM | 1 | <b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.</b> |
|----------|---|--|

|                    |      |  |
|--------------------|------|--|
| SPECIFIC INDICATOR | 1.a. | Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) |
|--------------------|------|--|

|                    |      |  |
|--------------------|------|--|
| SPECIFIC INDICATOR | 1.b. | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. |
|--------------------|------|--|

|                    |      |  |
|--------------------|------|--|
| SPECIFIC INDICATOR | 1.c. | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. |
|--------------------|------|--|

|                    |      |  |
|--------------------|------|--|
| SPECIFIC INDICATOR | 1.d. | Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. |
|--------------------|------|--|

**DOMAIN****Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

| STATEMENT OF ENDURING KNOWLEDGE |  | Presentation of Knowledge and Ideas |
|---------------------------------|--|-------------------------------------|
|---------------------------------|--|-------------------------------------|

|          |   |   |
|----------|---|---|
| GSE STEM | 4 | Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate vocabulary, eye contact, volume, and pronunciation. |
|----------|---|---|

**DOMAIN****College and Career Readiness Anchor Standards for Reading**

| STATEMENT OF ENDURING KNOWLEDGE |  | Key Ideas and Details |
|---------------------------------|--|-----------------------|
|---------------------------------|--|-----------------------|

|          |   |   |
|----------|---|---|
| GSE STEM | 1 | Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text. |
|----------|---|---|

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

**DOMAIN****College and Career Readiness Anchor Standards for Reading**

| STATEMENT OF ENDURING KNOWLEDGE |  | Craft and Structure |
|---------------------------------|--|---------------------|
|---------------------------------|--|---------------------|

|  |   |   |
|--|---|---|
| GSE STEM                               | 4   | Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.       |
| <b>DOMAIN</b>                          | <b>College and Career Readiness Anchor Standards for Writing</b>                |   |
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |   | <b>Text Types and Purposes</b>  |
| GSE STEM                               | 2   | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.            |
| <b>DOMAIN</b>                          | <b>College and Career Readiness Anchor Standards for Writing</b>                |   |
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |   | <b>Production and Distribution of Writing</b>   |
| GSE STEM                               | 4   | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  |
| GSE STEM                               | 5   | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.   |
| <b>DOMAIN</b>                          | <b>College and Career Readiness Anchor Standards for Writing</b>                |   |
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |   | <b>Research to Build and Present Knowledge</b>  |
| GSE STEM                               | 9   | Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.   |
| <b>DOMAIN</b>                          | <b>College and Career Readiness Anchor Standards for Writing</b>                |   |
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |   | <b>Range of Writing</b>   |
| GSE STEM                               | 10  | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
| <b>DOMAIN</b>                          | <b>College and Career Readiness Anchor Standards for Speaking and Listening</b> |   |
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |   | <b>Comprehension and Collaboration</b>  |
| GSE STEM                               | 1   | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.        |
| GSE STEM                               | 2   | Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.  |
| <b>DOMAIN</b>                          | <b>College and Career Readiness Anchor Standards for Language</b>               |   |
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |   | <b>Vocabulary Acquisition and Use</b>   |

|          |   |   |
|----------|---|---|
| GSE STEM | 4 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. |
|----------|---|---|

|          |   |  |
|----------|---|--|
| GSE STEM | 6 | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge. |
|----------|---|--|

**DOMAIN** **Grade 6 Reading Standards**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Grade 6 Reading Standards for Informational Text [RI]</b> |
| <b>GSE STEM</b>                        |  | <b>Key Ideas and Details</b>                                 |

|                    |   |  |
|--------------------|---|--|
| SPECIFIC INDICATOR | 1 | Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 6 Writing Standard 8 for more on quoting and paraphrasing.) |
|--------------------|---|--|

|                    |   |  |
|--------------------|---|--|
| SPECIFIC INDICATOR | 2 | Determine a text's central idea(s) and how particular details help convey the idea(s); provide a summary of a text distinct from personal opinions or judgments. |
|--------------------|---|--|

|                    |   |  |
|--------------------|---|--|
| SPECIFIC INDICATOR | 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). |
|--------------------|---|--|

**DOMAIN** **Grade 6 Reading Standards**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Grade 6 Reading Standards for Informational Text [RI]</b> |
| <b>GSE STEM</b>                        |  | <b>Craft and Structure</b>                                   |

|                    |   |  |
|--------------------|---|--|
| SPECIFIC INDICATOR | 4 | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; explain how word choice affects meaning and tone. (See grade 6 Language Standards 4–6 on applying knowledge of vocabulary to reading.) |
|--------------------|---|--|

**DOMAIN** **Grade 6 Reading Standards**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Grade 6 Reading Standards for Informational Text [RI]</b> |
| <b>GSE STEM</b>                        |  | <b>Range of Reading and Level of Text Complexity</b>         |

|                    |    |   |
|--------------------|----|---|
| SPECIFIC INDICATOR | 10 | Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 6. |
|--------------------|----|---|

**DOMAIN** **Grade 6 Writing Standards [W]**

|  |          |   |
|--|----------|---|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |          | <b>Text Types and Purposes</b>  |
| <b>GSE STEM</b>                        | <b>1</b> | <b>Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.</b> |

|                    |      |   |
|--------------------|------|---|
| SPECIFIC INDICATOR | 1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
|--------------------|------|---|

**DOMAIN**                      **Grade 6 Writing Standards [W]**

| STATEMENT OF ENDURING KNOWLEDGE |      | Text Types and Purposes   |
|---------------------------------|------|---|
| GSE STEM                        | 2    | Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.   |
| SPECIFIC INDICATOR              | 2.a. | Introduce a topic; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| SPECIFIC INDICATOR              | 2.b. | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.  |
| SPECIFIC INDICATOR              | 2.c. | Use appropriate transitions to clarify the relationships among ideas and concepts.  |
| SPECIFIC INDICATOR              | 2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic.   |
| SPECIFIC INDICATOR              | 2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).   |
| SPECIFIC INDICATOR              | 2.f. | Provide a concluding statement or section that follows from the information or explanation presented.   |

**DOMAIN**                      **Grade 6 Writing Standards [W]**

| STATEMENT OF ENDURING KNOWLEDGE |      | Text Types and Purposes  |
|---------------------------------|------|--|
| GSE STEM                        | 3    | Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.  |
| SPECIFIC INDICATOR              | 3.b. | Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.  |
| SPECIFIC INDICATOR              | 3.d. | Use precise words and phrases, relevant descriptive details, figurative and sensory language, and techniques such as personification (e.g., “the fog crept in”) to convey experiences or events. |

**DOMAIN**                      **Grade 6 Writing Standards [W]**

| STATEMENT OF ENDURING KNOWLEDGE |   | Production and Distribution of Writing   |
|---------------------------------|---|--|
| GSE STEM                        | 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.) |

**DOMAIN**                      **Grade 6 Writing Standards [W]**

| STATEMENT OF ENDURING KNOWLEDGE |  | Production and Distribution of Writing |
|---------------------------------|--|--|
|---------------------------------|--|--|

|                    |          |   |
|--------------------|----------|---|
| <b>GSE STEM</b>    | <b>5</b> | <b>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</b>      |
| SPECIFIC INDICATOR | 5.a.     | Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 6). |

|                    |      |   |
|--------------------|------|---|
| SPECIFIC INDICATOR | 5.b. | Demonstrate the ability to select accurate vocabulary (as described in Language Standards 4–6 up to and including grade 6). |
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**DOMAIN** **Grade 6 Writing Standards [W]**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Research to Build and Present Knowledge</b> |
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|          |   |   |
|----------|---|---|
| GSE STEM | 8 | When conducting research, 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. |
|----------|---|---|

|          |   |  |
|----------|---|--|
| GSE STEM | 9 | Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 6 standards for Reading Literature or Reading Informational Text as needed. |
|----------|---|--|

**DOMAIN** **Grade 6 Writing Standards [W]**

|  |  |                         |
|--|--|-------------------------|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Range of Writing</b> |
|--|--|-------------------------|

|          |    |   |
|----------|----|---|
| GSE STEM | 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. |
|----------|----|---|

**DOMAIN** **Grade 6 Speaking and Listening Standards [SL]**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Comprehension and Collaboration</b> |
|--|--|--|

|                 |          |  |
|-----------------|----------|--|
| <b>GSE STEM</b> | <b>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> |
|-----------------|----------|--|

|                    |      |  |
|--------------------|------|--|
| SPECIFIC INDICATOR | 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. (See grade 6 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.) |
|--------------------|------|--|

|                    |      |  |
|--------------------|------|--|
| SPECIFIC INDICATOR | 1.b. | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. |
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|                    |      |  |
|--------------------|------|--|
| SPECIFIC INDICATOR | 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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| SPECIFIC INDICATOR | 1.d. | Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. |
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**DOMAIN** **Grade 6 Language Standards [L]**



**DOMAIN**                      **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

|  |  |   |
|--|--|---|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Production and Distribution of Writing</b> |
|--|--|---|

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

**DOMAIN**                      **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Comprehension and Collaboration</b> |
|--|--|--|

|                 |          |  |
|-----------------|----------|--|
| <b>GSE STEM</b> | <b>1</b> | <b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.</b> |
|-----------------|----------|--|

|                    |      |  |
|--------------------|------|--|
| SPECIFIC INDICATOR | 1.a. | Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) |
|--------------------|------|--|

|                    |      |  |
|--------------------|------|--|
| SPECIFIC INDICATOR | 1.b. | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. |
|--------------------|------|--|

|                    |      |  |
|--------------------|------|--|
| SPECIFIC INDICATOR | 1.c. | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. |
|--------------------|------|--|

|                    |      |  |
|--------------------|------|--|
| SPECIFIC INDICATOR | 1.d. | Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. |
|--------------------|------|--|

**DOMAIN**                      **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Presentation of Knowledge and Ideas</b> |
|--|--|--|

|          |   |   |
|----------|---|---|
| GSE STEM | 4 | Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate vocabulary, eye contact, volume, and pronunciation. |
|----------|---|---|

**DOMAIN**                      **College and Career Readiness Anchor Standards for Writing**

|  |  |   |
|--|--|---|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Production and Distribution of Writing</b> |
|--|--|---|

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

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

**DOMAIN**                      **College and Career Readiness Anchor Standards for Speaking and Listening**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Comprehension and Collaboration</b> |
|--|--|--|



|                    |      |  |
|--------------------|------|--|
| SPECIFIC INDICATOR | 1.b. | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.                                     |
| SPECIFIC INDICATOR | 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. |
| SPECIFIC INDICATOR | 1.d. | Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.                           |

**DOMAIN** **Grade 6 Speaking and Listening Standards [SL]**

|  |   |   |
|--|---|---|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |   | <b>Presentation of Knowledge and Ideas</b>  |
| GSE STEM                               | 4 | Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate vocabulary, eye contact, volume, and pronunciation. (See grade 6 Language Standards 4–6 for specific expectations regarding vocabulary.) |

**DOMAIN** **Grade 6 Language Standards [L]**

|  |      |   |
|--|------|---|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |      | <b>Knowledge of Language</b>  |
| GSE STEM                               | 3    | <b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>                   |
| SPECIFIC INDICATOR                     | 3.a. | Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest. |

**DOMAIN** **Grade 6 Language Standards [L]**

|  |   |   |
|--|---|---|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |   | <b>Vocabulary Acquisition and Use</b>   |
| GSE STEM                               | 6 | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 6 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 6 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.) |

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

**Rhode Island World-Class Standards**

**Language Arts**

Grade 6 - Adopted: 2021

**DOMAIN** **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

|  |          |  |
|--|----------|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |          | <b>Text Types and Purposes</b>                                 |
| <b>GSE STEM</b>                        | <b>1</b> | <b>Write arguments focused on discipline-specific content.</b> |

SPECIFIC INDICATOR 1.d. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

**DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

|  |          |  |
|--|----------|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |          | <b>Text Types and Purposes</b>   |
| <b>GSE STEM</b>                        | <b>2</b> | <b>Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</b> |

SPECIFIC INDICATOR 2.e. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

**DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

|  |  |   |
|--|--|---|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Production and Distribution of Writing</b> |
|--|--|---|

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

GSE STEM 5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

**DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

|  |  |                         |
|--|--|-------------------------|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Range of Writing</b> |
|--|--|-------------------------|

GSE STEM 10 Write routinely over extended time frames (time for 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.

**DOMAIN Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

|  |          |  |
|--|----------|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |          | <b>Comprehension and Collaboration</b>   |
| <b>GSE STEM</b>                        | <b>1</b> | <b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.</b> |

SPECIFIC INDICATOR 1.a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)

SPECIFIC INDICATOR 1.b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

SPECIFIC INDICATOR 1.c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

|  |      |   |
|--|------|---|
| SPECIFIC INDICATOR                     | 1.d. | Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.  |
| <b>DOMAIN</b>                          |      | <b>Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]</b>   |
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |      | <b>Presentation of Knowledge and Ideas</b>  |
| GSE STEM                               | 4    | Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate vocabulary, eye contact, volume, and pronunciation. |
| <b>DOMAIN</b>                          |      | <b>College and Career Readiness Anchor Standards for Writing</b>  |
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |      | <b>Text Types and Purposes</b>  |
| GSE STEM                               | 3    | Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.  |
| <b>DOMAIN</b>                          |      | <b>College and Career Readiness Anchor Standards for Writing</b>  |
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |      | <b>Production and Distribution of Writing</b>   |
| GSE STEM                               | 4    | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  |
| GSE STEM                               | 5    | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.   |
| <b>DOMAIN</b>                          |      | <b>College and Career Readiness Anchor Standards for Writing</b>  |
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |      | <b>Range of Writing</b>   |
| GSE STEM                               | 10   | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.                                 |
| <b>DOMAIN</b>                          |      | <b>College and Career Readiness Anchor Standards for Speaking and Listening</b>   |
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |      | <b>Comprehension and Collaboration</b>  |
| GSE STEM                               | 1    | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.  |
| <b>DOMAIN</b>                          |      | <b>College and Career Readiness Anchor Standards for Language</b>   |
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |      | <b>Vocabulary Acquisition and Use</b>   |

|          |   |  |
|----------|---|--|
| GSE STEM | 6 | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge. |
|----------|---|--|

**DOMAIN** **Grade 6 Writing Standards [W]**

|  |          |   |
|--|----------|---|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |          | <b>Text Types and Purposes</b>  |
| <b>GSE STEM</b>                        | <b>1</b> | <b>Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.</b> |

|                    |      |   |
|--------------------|------|---|
| SPECIFIC INDICATOR | 1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
|--------------------|------|---|

**DOMAIN** **Grade 6 Writing Standards [W]**

|  |          |  |
|--|----------|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |          | <b>Text Types and Purposes</b>   |
| <b>GSE STEM</b>                        | <b>2</b> | <b>Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b> |

|                    |      |   |
|--------------------|------|---|
| SPECIFIC INDICATOR | 2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
|--------------------|------|---|

**DOMAIN** **Grade 6 Writing Standards [W]**

|  |          |  |
|--|----------|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |          | <b>Text Types and Purposes</b>   |
| <b>GSE STEM</b>                        | <b>3</b> | <b>Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.</b> |

|                    |      |  |
|--------------------|------|--|
| SPECIFIC INDICATOR | 3.a. | Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an appropriate narrative sequence. |
|--------------------|------|--|

|                    |      |   |
|--------------------|------|---|
| SPECIFIC INDICATOR | 3.b. | Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. |
|--------------------|------|---|

|                    |      |  |
|--------------------|------|--|
| SPECIFIC INDICATOR | 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 |
|--------------------|------|--|

|                    |      |  |
|--------------------|------|--|
| SPECIFIC INDICATOR | 3.d. | Use precise words and phrases, relevant descriptive details, figurative and sensory language, and techniques such as personification (e.g., "the fog crept in") to convey experiences or events. |
|--------------------|------|--|

|                    |      |  |
|--------------------|------|--|
| SPECIFIC INDICATOR | 3.e. | Provide a conclusion that follows from the narrated experiences or events. |
|--------------------|------|--|

**DOMAIN** **Grade 6 Writing Standards [W]**

|  |  |   |
|--|--|---|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Production and Distribution of Writing</b> |
|--|--|---|

|  |          |  |
|--|----------|--|
| GSE STEM                               | 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>DOMAIN</b>                          |          | <b>Grade 6 Writing Standards [W]</b>   |
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |          | <b>Production and Distribution of Writing</b>  |
| <b>GSE STEM</b>                        | <b>5</b> | <b>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</b>   |
| SPECIFIC INDICATOR                     | 5.a.     | Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 6).  |
| SPECIFIC INDICATOR                     | 5.b.     | Demonstrate the ability to select accurate vocabulary (as described in Language Standards 4–6 up to and including grade 6).  |
| <b>DOMAIN</b>                          |          | <b>Grade 6 Writing Standards [W]</b>   |
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |          | <b>Range of Writing</b>  |
| GSE STEM                               | 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>DOMAIN</b>                          |          | <b>Grade 6 Speaking and Listening Standards [SL]</b>   |
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |          | <b>Comprehension and Collaboration</b>   |
| <b>GSE STEM</b>                        | <b>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>   |
| SPECIFIC INDICATOR                     | 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. (See grade 6 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.) |
| SPECIFIC INDICATOR                     | 1.b.     | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.   |
| SPECIFIC INDICATOR                     | 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.   |
| SPECIFIC INDICATOR                     | 1.d.     | Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.   |
| <b>DOMAIN</b>                          |          | <b>Grade 6 Language Standards [L]</b>  |
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |          | <b>Conventions of Standard English</b>   |

|                           |          |  |
|---------------------------|----------|--|
| <b>GSE STEM</b>           | <b>1</b> | <b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 6 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)</b> |
| <b>SPECIFIC INDICATOR</b> |          | <b>Sentence Structure, Variety, and Meaning</b>  |

INDICATOR 1.c. Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

**DOMAIN** **Grade 6 Language Standards [L]**

|  |          |   |
|--|----------|---|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |          | <b>Knowledge of Language</b>  |
| <b>GSE STEM</b>                        | <b>3</b> | <b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b> |

SPECIFIC INDICATOR 3.a. Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.

**DOMAIN** **Grade 6 Language Standards [L]**

|  |  |                                       |
|--|--|---------------------------------------|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Vocabulary Acquisition and Use</b> |
|--|--|---------------------------------------|

GSE STEM 6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 6 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 6 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

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

**Rhode Island World-Class Standards**

**Language Arts**

Grade 6 - Adopted: 2021

**DOMAIN** **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

|  |          |  |
|--|----------|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |          | <b>Text Types and Purposes</b>                                 |
| <b>GSE STEM</b>                        | <b>1</b> | <b>Write arguments focused on discipline-specific content.</b> |

SPECIFIC INDICATOR 1.d. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

**DOMAIN** **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

|  |          |  |
|--|----------|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |          | <b>Text Types and Purposes</b>   |
| <b>GSE STEM</b>                        | <b>2</b> | <b>Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</b> |

|                    |      |   |
|--------------------|------|---|
| SPECIFIC INDICATOR | 2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
|--------------------|------|---|

**DOMAIN** **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

|  |  |   |
|--|--|---|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Production and Distribution of Writing</b> |
|--|--|---|

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

|          |   |  |
|----------|---|--|
| GSE STEM | 5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. |
|----------|---|--|

**DOMAIN** **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

|  |  |                         |
|--|--|-------------------------|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Range of Writing</b> |
|--|--|-------------------------|

|          |    |  |
|----------|----|--|
| GSE STEM | 10 | Write routinely over extended time frames (time for 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. |
|----------|----|--|

**DOMAIN** **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Comprehension and Collaboration</b> |
|--|--|--|

|                 |          |  |
|-----------------|----------|--|
| <b>GSE STEM</b> | <b>1</b> | <b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.</b> |
|-----------------|----------|--|

|                    |      |  |
|--------------------|------|--|
| SPECIFIC INDICATOR | 1.a. | Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) |
|--------------------|------|--|

|                    |      |  |
|--------------------|------|--|
| SPECIFIC INDICATOR | 1.b. | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. |
|--------------------|------|--|

|                    |      |  |
|--------------------|------|--|
| SPECIFIC INDICATOR | 1.c. | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. |
|--------------------|------|--|

|                    |      |  |
|--------------------|------|--|
| SPECIFIC INDICATOR | 1.d. | Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. |
|--------------------|------|--|

**DOMAIN** **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Presentation of Knowledge and Ideas</b> |
|--|--|--|

|          |   |   |
|----------|---|---|
| GSE STEM | 4 | Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate vocabulary, eye contact, volume, and pronunciation. |
|----------|---|---|

**DOMAIN** **College and Career Readiness Anchor Standards for Writing**

| STATEMENT OF ENDURING KNOWLEDGE |  | Text Types and Purposes |
|---------------------------------|--|-------------------------|
|---------------------------------|--|-------------------------|

|          |   |  |
|----------|---|--|
| GSE STEM | 3 | Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences. |
|----------|---|--|

**DOMAIN** **College and Career Readiness Anchor Standards for Writing**

| STATEMENT OF ENDURING KNOWLEDGE |  | Production and Distribution of Writing |
|---------------------------------|--|--|
|---------------------------------|--|--|

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

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

**DOMAIN** **College and Career Readiness Anchor Standards for Writing**

| STATEMENT OF ENDURING KNOWLEDGE |  | Range of Writing |
|---------------------------------|--|------------------|
|---------------------------------|--|------------------|

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

**DOMAIN** **College and Career Readiness Anchor Standards for Speaking and Listening**

| STATEMENT OF ENDURING KNOWLEDGE |  | Comprehension and Collaboration |
|---------------------------------|--|---------------------------------|
|---------------------------------|--|---------------------------------|

|          |   |  |
|----------|---|--|
| GSE STEM | 1 | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. |
|----------|---|--|

**DOMAIN** **College and Career Readiness Anchor Standards for Language**

| STATEMENT OF ENDURING KNOWLEDGE |  | Vocabulary Acquisition and Use |
|---------------------------------|--|--------------------------------|
|---------------------------------|--|--------------------------------|

|          |   |  |
|----------|---|--|
| GSE STEM | 6 | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge. |
|----------|---|--|

**DOMAIN** **Grade 6 Writing Standards [W]**

| STATEMENT OF ENDURING KNOWLEDGE |  | Text Types and Purposes |
|---------------------------------|--|-------------------------|
|---------------------------------|--|-------------------------|

|          |   |  |
|----------|---|--|
| GSE STEM | 1 | Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence. |
|----------|---|--|

|                    |      |   |
|--------------------|------|---|
| SPECIFIC INDICATOR | 1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
|--------------------|------|---|

**DOMAIN** **Grade 6 Writing Standards [W]**

|  |          |  |
|--|----------|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |          | <b>Text Types and Purposes</b>   |
| <b>GSE STEM</b>                        | <b>2</b> | <b>Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b> |

SPECIFIC INDICATOR 2.e. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

**DOMAIN** **Grade 6 Writing Standards [W]**

|  |          |  |
|--|----------|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |          | <b>Text Types and Purposes</b>   |
| <b>GSE STEM</b>                        | <b>3</b> | <b>Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.</b> |

SPECIFIC INDICATOR 3.a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an appropriate narrative sequence.

SPECIFIC INDICATOR 3.b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

SPECIFIC INDICATOR 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

SPECIFIC INDICATOR 3.d. Use precise words and phrases, relevant descriptive details, figurative and sensory language, and techniques such as personification (e.g., “the fog crept in”) to convey experiences or events.

SPECIFIC INDICATOR 3.e. Provide a conclusion that follows from the narrated experiences or events.

**DOMAIN** **Grade 6 Writing Standards [W]**

|  |  |   |
|--|--|---|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Production and Distribution of Writing</b> |
|--|--|---|

GSE STEM 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.)

**DOMAIN** **Grade 6 Writing Standards [W]**

|  |          |  |
|--|----------|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |          | <b>Production and Distribution of Writing</b>  |
| <b>GSE STEM</b>                        | <b>5</b> | <b>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</b> |

SPECIFIC INDICATOR 5.a. Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 6).

SPECIFIC INDICATOR 5.b. Demonstrate the ability to select accurate vocabulary (as described in Language Standards 4–6 up to and including grade 6).

**DOMAIN** **Grade 6 Writing Standards [W]**

| STATEMENT OF ENDURING KNOWLEDGE |    | Range of Writing  |
|---------------------------------|----|---|
| GSE STEM                        | 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. |

**DOMAIN** **Grade 6 Speaking and Listening Standards [SL]**

| STATEMENT OF ENDURING KNOWLEDGE |   | Comprehension and Collaboration   |
|---------------------------------|---|---|
| GSE STEM                        | 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. |

|                    |      |  |
|--------------------|------|--|
| SPECIFIC INDICATOR | 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. (See grade 6 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.) |
| SPECIFIC INDICATOR | 1.b. | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.   |
| SPECIFIC INDICATOR | 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.   |
| SPECIFIC INDICATOR | 1.d. | Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.   |

**DOMAIN** **Grade 6 Language Standards [L]**

| STATEMENT OF ENDURING KNOWLEDGE |   | Conventions of Standard English   |
|---------------------------------|---|---|
| GSE STEM                        | 1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 6 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.) |
| SPECIFIC INDICATOR              |   | Sentence Structure, Variety, and Meaning  |

|           |      |  |
|-----------|------|--|
| INDICATOR | 1.c. | Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. |
|-----------|------|--|

**DOMAIN** **Grade 6 Language Standards [L]**

| STATEMENT OF ENDURING KNOWLEDGE |   | Knowledge of Language  |
|---------------------------------|---|--|
| GSE STEM                        | 3 | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |

|                    |      |   |
|--------------------|------|---|
| SPECIFIC INDICATOR | 3.a. | Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest. |
|--------------------|------|---|

**DOMAIN** **Grade 6 Language Standards [L]**



|  |      |   |
|--|------|---|
| SPECIFIC INDICATOR   | 4    | Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.   |
| <b>DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards</b>           |      |   |
| STATEMENT OF ENDURING KNOWLEDGE  |      | <b>Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]</b>   |
| GSE STEM   |      | <b>Range of Reading and Level of Text Complexity</b>  |
| SPECIFIC INDICATOR   | 10   | Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.  |
| <b>DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]</b>                 |      |   |
| STATEMENT OF ENDURING KNOWLEDGE  |      | <b>Text Types and Purposes</b>  |
| GSE STEM   | 2    | <b>Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</b>  |
| SPECIFIC INDICATOR   | 2.a. | Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| SPECIFIC INDICATOR   | 2.b. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.   |
| <b>DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]</b>                 |      |   |
| STATEMENT OF ENDURING KNOWLEDGE  |      | <b>Production and Distribution of Writing</b>   |
| GSE STEM   | 4    | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  |
| <b>DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]</b>                 |      |   |
| STATEMENT OF ENDURING KNOWLEDGE  |      | <b>Research to Build and Present Knowledge</b>  |
| GSE STEM   | 7    | Conduct short as well as more sustained research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.   |
| GSE STEM   | 8    | When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.       |
| GSE STEM   | 9    | Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)  |
| <b>DOMAIN Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]</b> |      |   |

| STATEMENT OF ENDURING KNOWLEDGE |      | Comprehension and Collaboration  |
|---------------------------------|------|--|
| GSE STEM                        | 1    | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.  |
| SPECIFIC INDICATOR              | 1.a. | Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) |
| SPECIFIC INDICATOR              | 1.b. | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.   |
| SPECIFIC INDICATOR              | 1.c. | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.   |
| SPECIFIC INDICATOR              | 1.d. | Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.   |

**DOMAIN**

**Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

| STATEMENT OF ENDURING KNOWLEDGE |   | Presentation of Knowledge and Ideas   |
|---------------------------------|---|---|
| GSE STEM                        | 4 | Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate vocabulary, eye contact, volume, and pronunciation. |

**DOMAIN**

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

| STATEMENT OF ENDURING KNOWLEDGE |   | Key Ideas and Details   |
|---------------------------------|---|---|
| GSE STEM                        | 1 | Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text. |
| GSE STEM                        | 2 | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.  |

**DOMAIN**

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

| STATEMENT OF ENDURING KNOWLEDGE |   | Craft and Structure   |
|---------------------------------|---|---|
| GSE STEM                        | 4 | Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. |

**DOMAIN**

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

| STATEMENT OF ENDURING KNOWLEDGE |  | Text Types and Purposes |
|---------------------------------|--|-------------------------|
|---------------------------------|--|-------------------------|

|          |   |  |
|----------|---|--|
| GSE STEM | 2 | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
|----------|---|--|

**DOMAIN**

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

| STATEMENT OF ENDURING KNOWLEDGE |  | Production and Distribution of Writing |
|---------------------------------|--|--|
|---------------------------------|--|--|

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

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

**DOMAIN**

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

| STATEMENT OF ENDURING KNOWLEDGE |  | Research to Build and Present Knowledge |
|---------------------------------|--|---|
|---------------------------------|--|---|

|          |   |   |
|----------|---|---|
| GSE STEM | 8 | When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. |
|----------|---|---|

|          |   |   |
|----------|---|---|
| GSE STEM | 9 | Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research. |
|----------|---|---|

**DOMAIN**

**College and Career Readiness Anchor Standards for Speaking and Listening**

| STATEMENT OF ENDURING KNOWLEDGE |  | Comprehension and Collaboration |
|---------------------------------|--|---------------------------------|
|---------------------------------|--|---------------------------------|

|          |   |  |
|----------|---|--|
| GSE STEM | 1 | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. |
|----------|---|--|

|          |   |  |
|----------|---|--|
| GSE STEM | 2 | Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. |
|----------|---|--|

**DOMAIN**

**College and Career Readiness Anchor Standards for Language**

| STATEMENT OF ENDURING KNOWLEDGE |  | Vocabulary Acquisition and Use |
|---------------------------------|--|--------------------------------|
|---------------------------------|--|--------------------------------|

|          |   |   |
|----------|---|---|
| GSE STEM | 4 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. |
|----------|---|---|

|          |   |  |
|----------|---|--|
| GSE STEM | 6 | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge. |
|----------|---|--|

**DOMAIN**

**Grade 6 Reading Standards**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Grade 6 Reading Standards for Informational Text [RI]</b> |
| <b>GSE STEM</b>                        |  | <b>Key Ideas and Details</b>                                 |

|                    |   |  |
|--------------------|---|--|
| SPECIFIC INDICATOR | 1 | Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 6 Writing Standard 8 for more on quoting and paraphrasing.) |
| SPECIFIC INDICATOR | 2 | Determine a text's central idea(s) and how particular details help convey the idea(s); provide a summary of a text distinct from personal opinions or judgments.   |
| SPECIFIC INDICATOR | 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).   |

**DOMAIN** **Grade 6 Reading Standards**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Grade 6 Reading Standards for Informational Text [RI]</b> |
| <b>GSE STEM</b>                        |  | <b>Craft and Structure</b>                                   |

|                    |   |  |
|--------------------|---|--|
| SPECIFIC INDICATOR | 4 | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; explain how word choice affects meaning and tone. (See grade 6 Language Standards 4–6 on applying knowledge of vocabulary to reading.) |
|--------------------|---|--|

**DOMAIN** **Grade 6 Reading Standards**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Grade 6 Reading Standards for Informational Text [RI]</b> |
| <b>GSE STEM</b>                        |  | <b>Integration of Knowledge and Ideas</b>                    |

|                    |   |   |
|--------------------|---|---|
| SPECIFIC INDICATOR | 7 | Integrate information presented in different media or formats (e.g., in charts, graphs, photographs, videos, maps) as well as in words to develop a coherent understanding of a topic or issue. |
|--------------------|---|---|

**DOMAIN** **Grade 6 Reading Standards**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Grade 6 Reading Standards for Informational Text [RI]</b> |
| <b>GSE STEM</b>                        |  | <b>Range of Reading and Level of Text Complexity</b>         |

|                    |    |   |
|--------------------|----|---|
| SPECIFIC INDICATOR | 10 | Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 6. |
|--------------------|----|---|

**DOMAIN** **Grade 6 Writing Standards [W]**

|  |   |   |
|--|---|---|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |   | <b>Text Types and Purposes</b>  |
| <b>GSE STEM</b>                        | 2 | Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. |

|                    |      |   |
|--------------------|------|---|
| SPECIFIC INDICATOR | 2.a. | Introduce a topic; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
|--------------------|------|---|

|                    |      |  |
|--------------------|------|--|
| SPECIFIC INDICATOR | 2.b. | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |
|--------------------|------|--|

**DOMAIN** **Grade 6 Writing Standards [W]**

|                                 |          |  |
|---------------------------------|----------|--|
| STATEMENT OF ENDURING KNOWLEDGE |          | <b>Text Types and Purposes</b>   |
| GSE STEM                        | <b>3</b> | <b>Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.</b> |

|                    |      |   |
|--------------------|------|---|
| SPECIFIC INDICATOR | 3.b. | Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. |
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|--------------------|------|--|
| SPECIFIC INDICATOR | 3.d. | Use precise words and phrases, relevant descriptive details, figurative and sensory language, and techniques such as personification (e.g., “the fog crept in”) to convey experiences or events. |
|--------------------|------|--|

**DOMAIN** **Grade 6 Writing Standards [W]**

|                                 |  |   |
|---------------------------------|--|---|
| STATEMENT OF ENDURING KNOWLEDGE |  | <b>Production and Distribution of Writing</b> |
|---------------------------------|--|---|

|          |   |  |
|----------|---|--|
| GSE STEM | 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.) |
|----------|---|--|

**DOMAIN** **Grade 6 Writing Standards [W]**

|                                 |  |  |
|---------------------------------|--|--|
| STATEMENT OF ENDURING KNOWLEDGE |  | <b>Research to Build and Present Knowledge</b> |
|---------------------------------|--|--|

|          |   |   |
|----------|---|---|
| GSE STEM | 7 | Conduct short as well as more sustained research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. |
|----------|---|---|

|          |   |   |
|----------|---|---|
| GSE STEM | 8 | When conducting research, 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. |
|----------|---|---|

|          |   |  |
|----------|---|--|
| GSE STEM | 9 | Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 6 standards for Reading Literature or Reading Informational Text as needed. |
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**DOMAIN** **Grade 6 Speaking and Listening Standards [SL]**

|                                 |  |  |
|---------------------------------|--|--|
| STATEMENT OF ENDURING KNOWLEDGE |  | <b>Comprehension and Collaboration</b> |
|---------------------------------|--|--|

|          |   |   |
|----------|---|---|
| GSE STEM | 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. |
|----------|---|---|

|                    |      |  |
|--------------------|------|--|
| SPECIFIC INDICATOR | 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. (See grade 6 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.) |
| SPECIFIC INDICATOR | 1.b. | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.   |
| SPECIFIC INDICATOR | 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.   |
| SPECIFIC INDICATOR | 1.d. | Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.   |

**DOMAIN**

**Grade 6 Language Standards [L]**

|                                 |      |  |
|---------------------------------|------|--|
| STATEMENT OF ENDURING KNOWLEDGE |      | Vocabulary Acquisition and Use   |
| GSE STEM                        | 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. |
| SPECIFIC INDICATOR              | 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.          |
| SPECIFIC INDICATOR              | 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).                        |

**DOMAIN**

**Grade 6 Language Standards [L]**

|                                 |   |   |
|---------------------------------|---|---|
| STATEMENT OF ENDURING KNOWLEDGE |   | Vocabulary Acquisition and Use  |
| GSE STEM                        | 6 | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 6 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 6 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.) |

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

**Rhode Island World-Class Standards**

**Language Arts**

**Grade 6 - Adopted: 2021**

**DOMAIN**

**Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

|                                 |   |   |
|---------------------------------|---|---|
| STATEMENT OF ENDURING KNOWLEDGE |   | Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]  |
| GSE STEM                        |   | Craft and Structure   |
| SPECIFIC INDICATOR              | 4 | Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. |

**DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

|  |    |   |
|--|----|---|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |    | <b>Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]</b>                                   |
| <b>GSE STEM</b>                        |    | <b>Range of Reading and Level of Text Complexity</b>  |
| SPECIFIC INDICATOR                     | 10 | Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course. |

**DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

|  |   |  |
|--|---|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |   | <b>Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]</b>  |
| <b>GSE STEM</b>                        |   | <b>Key Ideas and Details</b>   |
| SPECIFIC INDICATOR                     | 1 | Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.) |

|                    |   |  |
|--------------------|---|--|
| SPECIFIC INDICATOR | 2 | Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. |
|--------------------|---|--|

**DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

|  |   |   |
|--|---|---|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |   | <b>Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]</b>   |
| <b>GSE STEM</b>                        |   | <b>Craft and Structure</b>  |
| SPECIFIC INDICATOR                     | 4 | Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics. |

**DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

|  |    |  |
|--|----|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |    | <b>Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]</b>          |
| <b>GSE STEM</b>                        |    | <b>Range of Reading and Level of Text Complexity</b>   |
| SPECIFIC INDICATOR                     | 10 | Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course. |

**DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

|  |      |   |
|--|------|---|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |      | <b>Text Types and Purposes</b>  |
| <b>GSE STEM</b>                        | 1    | <b>Write arguments focused on discipline-specific content.</b>  |
| SPECIFIC INDICATOR                     | 1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |

**DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

| STATEMENT OF ENDURING KNOWLEDGE |   | Text Types and Purposes   |
|---------------------------------|---|---|
| GSE STEM                        | 2 | Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. |

|                    |      |   |
|--------------------|------|---|
| SPECIFIC INDICATOR | 2.a. | Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| SPECIFIC INDICATOR | 2.b. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.   |
| SPECIFIC INDICATOR | 2.c. | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas, concepts, or procedures.   |
| SPECIFIC INDICATOR | 2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic.   |
| SPECIFIC INDICATOR | 2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).   |
| SPECIFIC INDICATOR | 2.f. | Provide a concluding statement or section that follows from and supports the information or explanation presented.  |

**DOMAIN** **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

| STATEMENT OF ENDURING KNOWLEDGE |  | Production and Distribution of Writing |
|---------------------------------|--|--|
|---------------------------------|--|--|

|          |   |  |
|----------|---|--|
| GSE STEM | 4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.   |
| GSE STEM | 5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. |

**DOMAIN** **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

| STATEMENT OF ENDURING KNOWLEDGE |  | Research to Build and Present Knowledge |
|---------------------------------|--|---|
|---------------------------------|--|---|

|          |   |   |
|----------|---|---|
| GSE STEM | 7 | Conduct short as well as more sustained research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.   |
| GSE STEM | 8 | When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
| GSE STEM | 9 | Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)  |

**DOMAIN** **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

| STATEMENT OF ENDURING KNOWLEDGE |  | Range of Writing |
|---------------------------------|--|------------------|
|---------------------------------|--|------------------|

|          |    |  |
|----------|----|--|
| GSE STEM | 10 | Write routinely over extended time frames (time for 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. |
|----------|----|--|

**DOMAIN** **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

| STATEMENT OF ENDURING KNOWLEDGE |   | Comprehension and Collaboration   |
|---------------------------------|---|---|
| GSE STEM                        | 1 | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly. |

|                    |      |  |
|--------------------|------|--|
| SPECIFIC INDICATOR | 1.a. | Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) |
|--------------------|------|--|

|                    |      |  |
|--------------------|------|--|
| SPECIFIC INDICATOR | 1.b. | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. |
|--------------------|------|--|

|                    |      |  |
|--------------------|------|--|
| SPECIFIC INDICATOR | 1.c. | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. |
|--------------------|------|--|

|                    |      |  |
|--------------------|------|--|
| SPECIFIC INDICATOR | 1.d. | Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. |
|--------------------|------|--|

**DOMAIN** **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

| STATEMENT OF ENDURING KNOWLEDGE |  | Presentation of Knowledge and Ideas |
|---------------------------------|--|-------------------------------------|
|---------------------------------|--|-------------------------------------|

|          |   |   |
|----------|---|---|
| GSE STEM | 4 | Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate vocabulary, eye contact, volume, and pronunciation. |
|----------|---|---|

**DOMAIN** **College and Career Readiness Anchor Standards for Reading**

| STATEMENT OF ENDURING KNOWLEDGE |  | Key Ideas and Details |
|---------------------------------|--|-----------------------|
|---------------------------------|--|-----------------------|

|          |   |   |
|----------|---|---|
| GSE STEM | 1 | Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text. |
|----------|---|---|

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

**DOMAIN** **College and Career Readiness Anchor Standards for Reading**

| STATEMENT OF ENDURING KNOWLEDGE |  | Craft and Structure |
|---------------------------------|--|---------------------|
|---------------------------------|--|---------------------|

|          |   |   |
|----------|---|---|
| GSE STEM | 4 | Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. |
|----------|---|---|

**DOMAIN**                      **College and Career Readiness Anchor Standards for Writing**

| STATEMENT OF ENDURING KNOWLEDGE |  | Text Types and Purposes |
|---------------------------------|--|-------------------------|
|---------------------------------|--|-------------------------|

|          |   |  |
|----------|---|--|
| GSE STEM | 2 | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
|----------|---|--|

**DOMAIN**                      **College and Career Readiness Anchor Standards for Writing**

| STATEMENT OF ENDURING KNOWLEDGE |  | Production and Distribution of Writing |
|---------------------------------|--|--|
|---------------------------------|--|--|

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

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

**DOMAIN**                      **College and Career Readiness Anchor Standards for Writing**

| STATEMENT OF ENDURING KNOWLEDGE |  | Research to Build and Present Knowledge |
|---------------------------------|--|---|
|---------------------------------|--|---|

|          |   |   |
|----------|---|---|
| GSE STEM | 8 | When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. |
|----------|---|---|

|          |   |   |
|----------|---|---|
| GSE STEM | 9 | Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research. |
|----------|---|---|

**DOMAIN**                      **College and Career Readiness Anchor Standards for Writing**

| STATEMENT OF ENDURING KNOWLEDGE |  | Range of Writing |
|---------------------------------|--|------------------|
|---------------------------------|--|------------------|

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

**DOMAIN**                      **College and Career Readiness Anchor Standards for Speaking and Listening**

| STATEMENT OF ENDURING KNOWLEDGE |  | Comprehension and Collaboration |
|---------------------------------|--|---------------------------------|
|---------------------------------|--|---------------------------------|

|          |   |  |
|----------|---|--|
| GSE STEM | 1 | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. |
|----------|---|--|

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| GSE STEM | 2 | Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. |
|----------|---|--|

**DOMAIN**                      **College and Career Readiness Anchor Standards for Language**

| STATEMENT OF ENDURING KNOWLEDGE |  | Vocabulary Acquisition and Use |
|---------------------------------|--|--------------------------------|
|---------------------------------|--|--------------------------------|

|          |   |   |
|----------|---|---|
| GSE STEM | 4 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. |
|----------|---|---|

|          |   |  |
|----------|---|--|
| GSE STEM | 6 | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge. |
|----------|---|--|

**DOMAIN** **Grade 6 Reading Standards**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Grade 6 Reading Standards for Informational Text [RI]</b> |
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|                 |  |                              |
|-----------------|--|------------------------------|
| <b>GSE STEM</b> |  | <b>Key Ideas and Details</b> |
|-----------------|--|------------------------------|

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|--------------------|---|--|
| SPECIFIC INDICATOR | 1 | Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 6 Writing Standard 8 for more on quoting and paraphrasing.) |
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|                    |   |  |
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| SPECIFIC INDICATOR | 2 | Determine a text's central idea(s) and how particular details help convey the idea(s); provide a summary of a text distinct from personal opinions or judgments. |
|--------------------|---|--|

|                    |   |  |
|--------------------|---|--|
| SPECIFIC INDICATOR | 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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**DOMAIN** **Grade 6 Reading Standards**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Grade 6 Reading Standards for Informational Text [RI]</b> |
|--|--|--|

|                 |  |                            |
|-----------------|--|----------------------------|
| <b>GSE STEM</b> |  | <b>Craft and Structure</b> |
|-----------------|--|----------------------------|

|                    |   |  |
|--------------------|---|--|
| SPECIFIC INDICATOR | 4 | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; explain how word choice affects meaning and tone. (See grade 6 Language Standards 4–6 on applying knowledge of vocabulary to reading.) |
|--------------------|---|--|

**DOMAIN** **Grade 6 Reading Standards**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Grade 6 Reading Standards for Informational Text [RI]</b> |
|--|--|--|

|                 |  |   |
|-----------------|--|---|
| <b>GSE STEM</b> |  | <b>Integration of Knowledge and Ideas</b> |
|-----------------|--|---|

|                    |   |   |
|--------------------|---|---|
| SPECIFIC INDICATOR | 7 | Integrate information presented in different media or formats (e.g., in charts, graphs, photographs, videos, maps) as well as in words to develop a coherent understanding of a topic or issue. |
|--------------------|---|---|

**DOMAIN** **Grade 6 Reading Standards**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Grade 6 Reading Standards for Informational Text [RI]</b> |
|--|--|--|

|                 |  |  |
|-----------------|--|--|
| <b>GSE STEM</b> |  | <b>Range of Reading and Level of Text Complexity</b> |
|-----------------|--|--|

|                    |    |   |
|--------------------|----|---|
| SPECIFIC INDICATOR | 10 | Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 6. |
|--------------------|----|---|

**DOMAIN** **Grade 6 Writing Standards [W]**



|  |          |  |
|--|----------|--|
| GSE STEM                               | 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>DOMAIN</b>                          |          | <b>Grade 6 Writing Standards [W]</b>   |
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |          | <b>Production and Distribution of Writing</b>  |
| <b>GSE STEM</b>                        | <b>5</b> | <b>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</b>   |
| SPECIFIC INDICATOR                     | 5.a.     | Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 6).  |
| SPECIFIC INDICATOR                     | 5.b.     | Demonstrate the ability to select accurate vocabulary (as described in Language Standards 4–6 up to and including grade 6).  |
| <b>DOMAIN</b>                          |          | <b>Grade 6 Writing Standards [W]</b>   |
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |          | <b>Research to Build and Present Knowledge</b>   |
| GSE STEM                               | 7        | Conduct short as well as more sustained research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.  |
| GSE STEM                               | 8        | When conducting research, 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.  |
| GSE STEM                               | 9        | Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 6 standards for Reading Literature or Reading Informational Text as needed.   |
| <b>DOMAIN</b>                          |          | <b>Grade 6 Writing Standards [W]</b>   |
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |          | <b>Range of Writing</b>  |
| GSE STEM                               | 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>DOMAIN</b>                          |          | <b>Grade 6 Speaking and Listening Standards [SL]</b>   |
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |          | <b>Comprehension and Collaboration</b>   |
| <b>GSE STEM</b>                        | <b>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>   |
| SPECIFIC INDICATOR                     | 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. (See grade 6 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.) |

|                    |      |  |
|--------------------|------|--|
| SPECIFIC INDICATOR | 1.b. | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.                                     |
| SPECIFIC INDICATOR | 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. |
| SPECIFIC INDICATOR | 1.d. | Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.                           |

**DOMAIN** **Grade 6 Language Standards [L]**

|                                 |   |   |
|---------------------------------|---|---|
| STATEMENT OF ENDURING KNOWLEDGE |   | Conventions of Standard English   |
| GSE STEM                        | 1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 6 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.) |
| SPECIFIC INDICATOR              |   | Sentence Structure, Variety, and Meaning  |

INDICATOR 1.c. Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

**DOMAIN** **Grade 6 Language Standards [L]**

|                                 |   |  |
|---------------------------------|---|--|
| STATEMENT OF ENDURING KNOWLEDGE |   | Knowledge of Language  |
| GSE STEM                        | 3 | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |

SPECIFIC INDICATOR 3.a. Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.

**DOMAIN** **Grade 6 Language Standards [L]**

|                                 |   |  |
|---------------------------------|---|--|
| STATEMENT OF ENDURING KNOWLEDGE |   | Vocabulary Acquisition and Use   |
| GSE STEM                        | 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. |

SPECIFIC INDICATOR 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.

SPECIFIC INDICATOR 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.

SPECIFIC INDICATOR 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).

**DOMAIN** **Grade 6 Language Standards [L]**

|                                 |  |                                |
|---------------------------------|--|--------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Vocabulary Acquisition and Use |
|---------------------------------|--|--------------------------------|



**DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

|  |  |   |
|--|--|---|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]</b> |
| <b>GSE STEM</b>                        |  | <b>Range of Reading and Level of Text Complexity</b>  |

|                    |    |  |
|--------------------|----|--|
| SPECIFIC INDICATOR | 10 | Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course. |
|--------------------|----|--|

**DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

|  |          |  |
|--|----------|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |          | <b>Text Types and Purposes</b>   |
| <b>GSE STEM</b>                        | <b>2</b> | <b>Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</b> |

|                    |      |   |
|--------------------|------|---|
| SPECIFIC INDICATOR | 2.a. | Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
|--------------------|------|---|

|                    |      |   |
|--------------------|------|---|
| SPECIFIC INDICATOR | 2.b. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. |
|--------------------|------|---|

**DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

|  |  |   |
|--|--|---|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Production and Distribution of Writing</b> |
|--|--|---|

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

**DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Research to Build and Present Knowledge</b> |
|--|--|--|

|          |   |   |
|----------|---|---|
| GSE STEM | 7 | Conduct short as well as more sustained research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. |
|----------|---|---|

|          |   |   |
|----------|---|---|
| GSE STEM | 8 | When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
|----------|---|---|

|          |   |  |
|----------|---|--|
| GSE STEM | 9 | Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) |
|----------|---|--|

**DOMAIN Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Comprehension and Collaboration</b> |
|--|--|--|

|                    |          |  |
|--------------------|----------|--|
| <b>GSE STEM</b>    | <b>1</b> | <b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>   |
| SPECIFIC INDICATOR | 1.a.     | Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) |
| SPECIFIC INDICATOR | 1.b.     | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.   |
| SPECIFIC INDICATOR | 1.c.     | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.   |
| SPECIFIC INDICATOR | 1.d.     | Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.   |

**DOMAIN**

**Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

|  |   |   |
|--|---|---|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |   | <b>Presentation of Knowledge and Ideas</b>  |
| GSE STEM                               | 4 | Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate vocabulary, eye contact, volume, and pronunciation. |

**DOMAIN**

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

|  |   |   |
|--|---|---|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |   | <b>Key Ideas and Details</b>  |
| GSE STEM                               | 1 | Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text. |
| GSE STEM                               | 2 | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.  |

**DOMAIN**

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

|  |   |   |
|--|---|---|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |   | <b>Craft and Structure</b>  |
| GSE STEM                               | 4 | Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. |

**DOMAIN**

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

|  |   |  |
|--|---|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |   | <b>Text Types and Purposes</b>   |
| GSE STEM                               | 2 | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |

**DOMAIN**

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

| STATEMENT OF ENDURING KNOWLEDGE  |   | Production and Distribution of Writing   |
|--|---|--|
| GSE STEM   | 4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.   |
| GSE STEM   | 5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  |
| <b>DOMAIN College and Career Readiness Anchor Standards for Writing</b>                |   |  |
| STATEMENT OF ENDURING KNOWLEDGE  |   | Research to Build and Present Knowledge  |
| GSE STEM   | 7 | Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.  |
| GSE STEM   | 8 | When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.  |
| GSE STEM   | 9 | Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.  |
| <b>DOMAIN College and Career Readiness Anchor Standards for Speaking and Listening</b> |   |  |
| STATEMENT OF ENDURING KNOWLEDGE  |   | Comprehension and Collaboration  |
| GSE STEM   | 1 | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.   |
| GSE STEM   | 2 | Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.   |
| <b>DOMAIN College and Career Readiness Anchor Standards for Language</b>               |   |  |
| STATEMENT OF ENDURING KNOWLEDGE  |   | Vocabulary Acquisition and Use   |
| GSE STEM   | 4 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.                                      |
| GSE STEM   | 6 | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge. |
| <b>DOMAIN Grade 6 Reading Standards</b>  |   |  |
| STATEMENT OF ENDURING KNOWLEDGE  |   | Grade 6 Reading Standards for Informational Text [RI]  |
| GSE STEM   |   | Key Ideas and Details  |

|                    |   |  |
|--------------------|---|--|
| SPECIFIC INDICATOR | 1 | Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 6 Writing Standard 8 for more on quoting and paraphrasing.) |
| SPECIFIC INDICATOR | 2 | Determine a text's central idea(s) and how particular details help convey the idea(s); provide a summary of a text distinct from personal opinions or judgments.   |
| SPECIFIC INDICATOR | 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).   |

**DOMAIN** **Grade 6 Reading Standards**

|                                 |  |   |
|---------------------------------|--|---|
| STATEMENT OF ENDURING KNOWLEDGE |  | Grade 6 Reading Standards for Informational Text [RI] |
| GSE STEM                        |  | Craft and Structure                                   |

|                    |   |  |
|--------------------|---|--|
| SPECIFIC INDICATOR | 4 | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; explain how word choice affects meaning and tone. (See grade 6 Language Standards 4–6 on applying knowledge of vocabulary to reading.) |
|--------------------|---|--|

**DOMAIN** **Grade 6 Reading Standards**

|                                 |  |   |
|---------------------------------|--|---|
| STATEMENT OF ENDURING KNOWLEDGE |  | Grade 6 Reading Standards for Informational Text [RI] |
| GSE STEM                        |  | Integration of Knowledge and Ideas                    |

|                    |   |   |
|--------------------|---|---|
| SPECIFIC INDICATOR | 7 | Integrate information presented in different media or formats (e.g., in charts, graphs, photographs, videos, maps) as well as in words to develop a coherent understanding of a topic or issue. |
|--------------------|---|---|

**DOMAIN** **Grade 6 Reading Standards**

|                                 |  |   |
|---------------------------------|--|---|
| STATEMENT OF ENDURING KNOWLEDGE |  | Grade 6 Reading Standards for Informational Text [RI] |
| GSE STEM                        |  | Range of Reading and Level of Text Complexity         |

|                    |    |   |
|--------------------|----|---|
| SPECIFIC INDICATOR | 10 | Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 6. |
|--------------------|----|---|

**DOMAIN** **Grade 6 Writing Standards [W]**

|                                 |   |   |
|---------------------------------|---|---|
| STATEMENT OF ENDURING KNOWLEDGE |   | Text Types and Purposes   |
| GSE STEM                        | 2 | Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. |

|                    |      |   |
|--------------------|------|---|
| SPECIFIC INDICATOR | 2.a. | Introduce a topic; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
|--------------------|------|---|

|                    |      |  |
|--------------------|------|--|
| SPECIFIC INDICATOR | 2.b. | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |
|--------------------|------|--|

**DOMAIN**                      **Grade 6 Writing Standards [W]**

| STATEMENT OF ENDURING KNOWLEDGE |      | Text Types and Purposes  |
|---------------------------------|------|--|
| GSE STEM                        | 3    | <b>Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.</b>                                       |
| SPECIFIC INDICATOR              | 3.b. | Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.  |
| SPECIFIC INDICATOR              | 3.d. | Use precise words and phrases, relevant descriptive details, figurative and sensory language, and techniques such as personification (e.g., “the fog crept in”) to convey experiences or events. |

**DOMAIN**                      **Grade 6 Writing Standards [W]**

| STATEMENT OF ENDURING KNOWLEDGE |   | Production and Distribution of Writing   |
|---------------------------------|---|--|
| GSE STEM                        | 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.) |

**DOMAIN**                      **Grade 6 Writing Standards [W]**

| STATEMENT OF ENDURING KNOWLEDGE |   | Research to Build and Present Knowledge   |
|---------------------------------|---|---|
| GSE STEM                        | 7 | Conduct short as well as more sustained research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.   |
| GSE STEM                        | 8 | When conducting research, 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. |
| GSE STEM                        | 9 | Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 6 standards for Reading Literature or Reading Informational Text as needed.  |

**DOMAIN**                      **Grade 6 Speaking and Listening Standards [SL]**

| STATEMENT OF ENDURING KNOWLEDGE |      | Comprehension and Collaboration  |
|---------------------------------|------|--|
| GSE STEM                        | 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>   |
| SPECIFIC INDICATOR              | 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. (See grade 6 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.) |
| SPECIFIC INDICATOR              | 1.b. | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.   |

|                    |      |  |
|--------------------|------|--|
| SPECIFIC INDICATOR | 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. |
| SPECIFIC INDICATOR | 1.d. | Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.                           |

**DOMAIN** **Grade 6 Language Standards [L]**

|                                 |      |  |
|---------------------------------|------|--|
| STATEMENT OF ENDURING KNOWLEDGE |      | Vocabulary Acquisition and Use   |
| GSE STEM                        | 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. |
| SPECIFIC INDICATOR              | 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.          |

|                    |      |   |
|--------------------|------|---|
| SPECIFIC INDICATOR | 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). |
|--------------------|------|---|

**DOMAIN** **Grade 6 Language Standards [L]**

|                                 |   |   |
|---------------------------------|---|---|
| STATEMENT OF ENDURING KNOWLEDGE |   | Vocabulary Acquisition and Use  |
| GSE STEM                        | 6 | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 6 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 6 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.) |

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

**Rhode Island World-Class Standards**

**Language Arts**

**Grade 6 - Adopted: 2021**

**DOMAIN** **Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

|                                 |  |  |
|---------------------------------|--|--|
| STATEMENT OF ENDURING KNOWLEDGE |  | Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H] |
| GSE STEM                        |  | Craft and Structure  |

|                    |   |   |
|--------------------|---|---|
| SPECIFIC INDICATOR | 4 | Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. |
|--------------------|---|---|

**DOMAIN** **Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

|                                 |  |  |
|---------------------------------|--|--|
| STATEMENT OF ENDURING KNOWLEDGE |  | Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H] |
| GSE STEM                        |  | Range of Reading and Level of Text Complexity  |

|                    |    |   |
|--------------------|----|---|
| SPECIFIC INDICATOR | 10 | Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course. |
|--------------------|----|---|

**DOMAIN** **Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

|                                 |  |  |
|---------------------------------|--|--|
| STATEMENT OF ENDURING KNOWLEDGE |  | Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST] |
| GSE STEM                        |  | Key Ideas and Details  |

|                    |   |  |
|--------------------|---|--|
| SPECIFIC INDICATOR | 1 | Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.) |
|--------------------|---|--|

|                    |   |  |
|--------------------|---|--|
| SPECIFIC INDICATOR | 2 | Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. |
|--------------------|---|--|

**DOMAIN** **Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

|                                 |  |  |
|---------------------------------|--|--|
| STATEMENT OF ENDURING KNOWLEDGE |  | Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST] |
| GSE STEM                        |  | Craft and Structure  |

|                    |   |   |
|--------------------|---|---|
| SPECIFIC INDICATOR | 4 | Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics. |
|--------------------|---|---|

**DOMAIN** **Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

|                                 |  |  |
|---------------------------------|--|--|
| STATEMENT OF ENDURING KNOWLEDGE |  | Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST] |
| GSE STEM                        |  | Range of Reading and Level of Text Complexity  |

|                    |    |  |
|--------------------|----|--|
| SPECIFIC INDICATOR | 10 | Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course. |
|--------------------|----|--|

**DOMAIN** **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

|                                 |   |   |
|---------------------------------|---|---|
| STATEMENT OF ENDURING KNOWLEDGE |   | Text Types and Purposes                                 |
| GSE STEM                        | 1 | Write arguments focused on discipline-specific content. |

|                    |      |   |
|--------------------|------|---|
| SPECIFIC INDICATOR | 1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
|--------------------|------|---|

**DOMAIN** **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

|                                 |   |   |
|---------------------------------|---|---|
| STATEMENT OF ENDURING KNOWLEDGE |   | Text Types and Purposes   |
| GSE STEM                        | 2 | Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. |

|                    |      |   |
|--------------------|------|---|
| SPECIFIC INDICATOR | 2.a. | Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| SPECIFIC INDICATOR | 2.b. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.   |
| SPECIFIC INDICATOR | 2.c. | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas, concepts, or procedures.   |
| SPECIFIC INDICATOR | 2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic.   |
| SPECIFIC INDICATOR | 2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).   |
| SPECIFIC INDICATOR | 2.f. | Provide a concluding statement or section that follows from and supports the information or explanation presented.  |

**DOMAIN**

**Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

|  |   |  |
|--|---|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |   | <b>Production and Distribution of Writing</b>  |
| GSE STEM                               | 4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.   |
| GSE STEM                               | 5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. |

**DOMAIN**

**Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

|  |   |   |
|--|---|---|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |   | <b>Research to Build and Present Knowledge</b>  |
| GSE STEM                               | 7 | Conduct short as well as more sustained research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.   |
| GSE STEM                               | 8 | When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
| GSE STEM                               | 9 | Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)  |

**DOMAIN**

**Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

|  |  |                         |
|--|--|-------------------------|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Range of Writing</b> |
|--|--|-------------------------|

|          |    |  |
|----------|----|--|
| GSE STEM | 10 | Write routinely over extended time frames (time for 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. |
|----------|----|--|

**DOMAIN**

**Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

|  |          |  |
|--|----------|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |          | <b>Comprehension and Collaboration</b>   |
| <b>GSE STEM</b>                        | <b>1</b> | <b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>   |
| SPECIFIC INDICATOR                     | 1.a.     | Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) |
| SPECIFIC INDICATOR                     | 1.b.     | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.   |
| SPECIFIC INDICATOR                     | 1.c.     | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.   |
| SPECIFIC INDICATOR                     | 1.d.     | Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.   |

**DOMAIN**

**Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

|  |   |   |
|--|---|---|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |   | <b>Presentation of Knowledge and Ideas</b>  |
| GSE STEM                               | 4 | Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate vocabulary, eye contact, volume, and pronunciation. |

**DOMAIN**

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

|  |   |   |
|--|---|---|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |   | <b>Key Ideas and Details</b>  |
| GSE STEM                               | 1 | Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text. |
| GSE STEM                               | 2 | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.  |

**DOMAIN**

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

|  |   |   |
|--|---|---|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |   | <b>Craft and Structure</b>  |
| GSE STEM                               | 4 | Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. |

**DOMAIN**

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

| STATEMENT OF ENDURING KNOWLEDGE |  | Text Types and Purposes |
|---------------------------------|--|-------------------------|
|---------------------------------|--|-------------------------|

|          |   |  |
|----------|---|--|
| GSE STEM | 2 | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
|----------|---|--|

**DOMAIN** **College and Career Readiness Anchor Standards for Writing**

| STATEMENT OF ENDURING KNOWLEDGE |  | Production and Distribution of Writing |
|---------------------------------|--|--|
|---------------------------------|--|--|

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

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

**DOMAIN** **College and Career Readiness Anchor Standards for Writing**

| STATEMENT OF ENDURING KNOWLEDGE |  | Research to Build and Present Knowledge |
|---------------------------------|--|---|
|---------------------------------|--|---|

|          |   |   |
|----------|---|---|
| GSE STEM | 8 | When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. |
|----------|---|---|

|          |   |   |
|----------|---|---|
| GSE STEM | 9 | Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research. |
|----------|---|---|

**DOMAIN** **College and Career Readiness Anchor Standards for Writing**

| STATEMENT OF ENDURING KNOWLEDGE |  | Range of Writing |
|---------------------------------|--|------------------|
|---------------------------------|--|------------------|

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

**DOMAIN** **College and Career Readiness Anchor Standards for Speaking and Listening**

| STATEMENT OF ENDURING KNOWLEDGE |  | Comprehension and Collaboration |
|---------------------------------|--|---------------------------------|
|---------------------------------|--|---------------------------------|

|          |   |  |
|----------|---|--|
| GSE STEM | 1 | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. |
|----------|---|--|

|          |   |  |
|----------|---|--|
| GSE STEM | 2 | Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. |
|----------|---|--|

**DOMAIN** **College and Career Readiness Anchor Standards for Language**

| STATEMENT OF ENDURING KNOWLEDGE |  | Vocabulary Acquisition and Use |
|---------------------------------|--|--------------------------------|
|---------------------------------|--|--------------------------------|

|          |   |   |
|----------|---|---|
| GSE STEM | 4 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. |
|----------|---|---|

|          |   |  |
|----------|---|--|
| GSE STEM | 6 | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge. |
|----------|---|--|

**DOMAIN** **Grade 6 Reading Standards**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Grade 6 Reading Standards for Informational Text [RI]</b> |
| <b>GSE STEM</b>                        |  | <b>Key Ideas and Details</b>                                 |

|                    |   |  |
|--------------------|---|--|
| SPECIFIC INDICATOR | 1 | Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 6 Writing Standard 8 for more on quoting and paraphrasing.) |
|--------------------|---|--|

|                    |   |  |
|--------------------|---|--|
| SPECIFIC INDICATOR | 2 | Determine a text's central idea(s) and how particular details help convey the idea(s); provide a summary of a text distinct from personal opinions or judgments. |
|--------------------|---|--|

|                    |   |  |
|--------------------|---|--|
| SPECIFIC INDICATOR | 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). |
|--------------------|---|--|

**DOMAIN** **Grade 6 Reading Standards**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Grade 6 Reading Standards for Informational Text [RI]</b> |
| <b>GSE STEM</b>                        |  | <b>Craft and Structure</b>                                   |

|                    |   |  |
|--------------------|---|--|
| SPECIFIC INDICATOR | 4 | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; explain how word choice affects meaning and tone. (See grade 6 Language Standards 4–6 on applying knowledge of vocabulary to reading.) |
|--------------------|---|--|

**DOMAIN** **Grade 6 Reading Standards**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Grade 6 Reading Standards for Informational Text [RI]</b> |
| <b>GSE STEM</b>                        |  | <b>Integration of Knowledge and Ideas</b>                    |

|                    |   |   |
|--------------------|---|---|
| SPECIFIC INDICATOR | 7 | Integrate information presented in different media or formats (e.g., in charts, graphs, photographs, videos, maps) as well as in words to develop a coherent understanding of a topic or issue. |
|--------------------|---|---|

**DOMAIN** **Grade 6 Reading Standards**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Grade 6 Reading Standards for Informational Text [RI]</b> |
| <b>GSE STEM</b>                        |  | <b>Range of Reading and Level of Text Complexity</b>         |

|                    |    |   |
|--------------------|----|---|
| SPECIFIC INDICATOR | 10 | Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 6. |
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**DOMAIN** **Grade 6 Writing Standards [W]**



|  |          |  |
|--|----------|--|
| GSE STEM                               | 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>DOMAIN</b>                          |          | <b>Grade 6 Writing Standards [W]</b>   |
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |          | <b>Production and Distribution of Writing</b>  |
| <b>GSE STEM</b>                        | <b>5</b> | <b>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</b>   |
| SPECIFIC INDICATOR                     | 5.a.     | Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 6).  |
| SPECIFIC INDICATOR                     | 5.b.     | Demonstrate the ability to select accurate vocabulary (as described in Language Standards 4–6 up to and including grade 6).  |
| <b>DOMAIN</b>                          |          | <b>Grade 6 Writing Standards [W]</b>   |
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |          | <b>Research to Build and Present Knowledge</b>   |
| GSE STEM                               | 7        | Conduct short as well as more sustained research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.  |
| GSE STEM                               | 8        | When conducting research, 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.  |
| GSE STEM                               | 9        | Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 6 standards for Reading Literature or Reading Informational Text as needed.   |
| <b>DOMAIN</b>                          |          | <b>Grade 6 Writing Standards [W]</b>   |
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |          | <b>Range of Writing</b>  |
| GSE STEM                               | 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>DOMAIN</b>                          |          | <b>Grade 6 Speaking and Listening Standards [SL]</b>   |
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |          | <b>Comprehension and Collaboration</b>   |
| <b>GSE STEM</b>                        | <b>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>   |
| SPECIFIC INDICATOR                     | 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. (See grade 6 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.) |

|                    |      |  |
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| SPECIFIC INDICATOR | 1.b. | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.                                     |
| SPECIFIC INDICATOR | 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. |
| SPECIFIC INDICATOR | 1.d. | Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.                           |

**DOMAIN** **Grade 6 Language Standards [L]**

|                                 |   |   |
|---------------------------------|---|---|
| STATEMENT OF ENDURING KNOWLEDGE |   | Conventions of Standard English   |
| GSE STEM                        | 1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 6 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.) |
| SPECIFIC INDICATOR              |   | Sentence Structure, Variety, and Meaning  |

INDICATOR 1.c. Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

**DOMAIN** **Grade 6 Language Standards [L]**

|                                 |   |  |
|---------------------------------|---|--|
| STATEMENT OF ENDURING KNOWLEDGE |   | Knowledge of Language  |
| GSE STEM                        | 3 | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |

SPECIFIC INDICATOR 3.a. Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.

**DOMAIN** **Grade 6 Language Standards [L]**

|                                 |   |  |
|---------------------------------|---|--|
| STATEMENT OF ENDURING KNOWLEDGE |   | Vocabulary Acquisition and Use   |
| GSE STEM                        | 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. |

SPECIFIC INDICATOR 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.

SPECIFIC INDICATOR 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).

**DOMAIN** **Grade 6 Language Standards [L]**

|                                 |  |                                |
|---------------------------------|--|--------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Vocabulary Acquisition and Use |
|---------------------------------|--|--------------------------------|

|          |   |   |
|----------|---|---|
| GSE STEM | 6 | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 6 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 6 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.) |
|----------|---|---|

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

**Rhode Island World-Class Standards**

**Language Arts**

**Grade 6 - Adopted: 2021**

|  |          |   |
|--|----------|---|
| <b>DOMAIN</b>                          |          | <b>Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]</b>                             |
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |          | <b>Text Types and Purposes</b>  |
| <b>GSE STEM</b>                        | <b>1</b> | <b>Write arguments focused on discipline-specific content.</b>  |
| <b>SPECIFIC INDICATOR</b>              | 1.d.     | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |

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| <b>DOMAIN</b>                          |          | <b>Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]</b>   |
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |          | <b>Text Types and Purposes</b>  |
| <b>GSE STEM</b>                        | <b>2</b> | <b>Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</b>  |
| <b>SPECIFIC INDICATOR</b>              | 2.a.     | Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| <b>SPECIFIC INDICATOR</b>              | 2.b.     | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.   |
| <b>SPECIFIC INDICATOR</b>              | 2.c.     | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas, concepts, or procedures.   |
| <b>SPECIFIC INDICATOR</b>              | 2.d.     | Use precise language and domain-specific vocabulary to inform about or explain the topic.   |
| <b>SPECIFIC INDICATOR</b>              | 2.e.     | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).   |
| <b>SPECIFIC INDICATOR</b>              | 2.f.     | Provide a concluding statement or section that follows from and supports the information or explanation presented.  |

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| <b>DOMAIN</b>                          |  | <b>Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]</b> |
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Production and Distribution of Writing</b>                               |

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

|          |   |  |
|----------|---|--|
| GSE STEM | 5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. |
|----------|---|--|

**DOMAIN** **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

|  |  |                         |
|--|--|-------------------------|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Range of Writing</b> |
|--|--|-------------------------|

|          |    |  |
|----------|----|--|
| GSE STEM | 10 | Write routinely over extended time frames (time for 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. |
|----------|----|--|

**DOMAIN** **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Comprehension and Collaboration</b> |
|--|--|--|

|                 |          |  |
|-----------------|----------|--|
| <b>GSE STEM</b> | <b>1</b> | <b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.</b> |
|-----------------|----------|--|

|                    |      |  |
|--------------------|------|--|
| SPECIFIC INDICATOR | 1.a. | Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) |
|--------------------|------|--|

|                    |      |  |
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| SPECIFIC INDICATOR | 1.b. | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. |
|--------------------|------|--|

|                    |      |  |
|--------------------|------|--|
| SPECIFIC INDICATOR | 1.c. | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. |
|--------------------|------|--|

|                    |      |  |
|--------------------|------|--|
| SPECIFIC INDICATOR | 1.d. | Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. |
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**DOMAIN** **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Presentation of Knowledge and Ideas</b> |
|--|--|--|

|          |   |   |
|----------|---|---|
| GSE STEM | 4 | Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate vocabulary, eye contact, volume, and pronunciation. |
|----------|---|---|

**DOMAIN** **College and Career Readiness Anchor Standards for Writing**

|  |  |                                |
|--|--|--------------------------------|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Text Types and Purposes</b> |
|--|--|--------------------------------|

|          |   |  |
|----------|---|--|
| GSE STEM | 2 | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
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**DOMAIN** **College and Career Readiness Anchor Standards for Writing**

| STATEMENT OF ENDURING KNOWLEDGE |  | Production and Distribution of Writing |
|---------------------------------|--|--|
|---------------------------------|--|--|

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

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

**DOMAIN** **College and Career Readiness Anchor Standards for Writing**

| STATEMENT OF ENDURING KNOWLEDGE |  | Range of Writing |
|---------------------------------|--|------------------|
|---------------------------------|--|------------------|

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

**DOMAIN** **College and Career Readiness Anchor Standards for Speaking and Listening**

| STATEMENT OF ENDURING KNOWLEDGE |  | Comprehension and Collaboration |
|---------------------------------|--|---------------------------------|
|---------------------------------|--|---------------------------------|

|          |   |  |
|----------|---|--|
| GSE STEM | 1 | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. |
|----------|---|--|

**DOMAIN** **College and Career Readiness Anchor Standards for Language**

| STATEMENT OF ENDURING KNOWLEDGE |  | Vocabulary Acquisition and Use |
|---------------------------------|--|--------------------------------|
|---------------------------------|--|--------------------------------|

|          |   |  |
|----------|---|--|
| GSE STEM | 6 | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge. |
|----------|---|--|

**DOMAIN** **Grade 6 Writing Standards [W]**

| STATEMENT OF ENDURING KNOWLEDGE |  | Text Types and Purposes |
|---------------------------------|--|-------------------------|
|---------------------------------|--|-------------------------|

|          |   |  |
|----------|---|--|
| GSE STEM | 1 | Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence. |
|----------|---|--|

|                    |      |   |
|--------------------|------|---|
| SPECIFIC INDICATOR | 1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
|--------------------|------|---|

**DOMAIN** **Grade 6 Writing Standards [W]**

| STATEMENT OF ENDURING KNOWLEDGE |  | Text Types and Purposes |
|---------------------------------|--|-------------------------|
|---------------------------------|--|-------------------------|

|          |   |   |
|----------|---|---|
| GSE STEM | 2 | Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. |
|----------|---|---|

|                    |      |   |
|--------------------|------|---|
| SPECIFIC INDICATOR | 2.a. | Introduce a topic; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| SPECIFIC INDICATOR | 2.b. | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.  |
| SPECIFIC INDICATOR | 2.c. | Use appropriate transitions to clarify the relationships among ideas and concepts.  |
| SPECIFIC INDICATOR | 2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic.   |
| SPECIFIC INDICATOR | 2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).   |
| SPECIFIC INDICATOR | 2.f. | Provide a concluding statement or section that follows from the information or explanation presented.   |

**DOMAIN**

**Grade 6 Writing Standards [W]**

|  |          |  |
|--|----------|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |          | <b>Text Types and Purposes</b>   |
| <b>GSE STEM</b>                        | <b>3</b> | <b>Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.</b>                                       |
| SPECIFIC INDICATOR                     | 3.b.     | Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.  |
| SPECIFIC INDICATOR                     | 3.d.     | Use precise words and phrases, relevant descriptive details, figurative and sensory language, and techniques such as personification (e.g., “the fog crept in”) to convey experiences or events. |

**DOMAIN**

**Grade 6 Writing Standards [W]**

|  |   |  |
|--|---|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |   | <b>Production and Distribution of Writing</b>  |
| GSE STEM                               | 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.) |

**DOMAIN**

**Grade 6 Writing Standards [W]**

|  |          |   |
|--|----------|---|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |          | <b>Production and Distribution of Writing</b>   |
| <b>GSE STEM</b>                        | <b>5</b> | <b>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</b>      |
| SPECIFIC INDICATOR                     | 5.a.     | Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 6). |

|                    |      |   |
|--------------------|------|---|
| SPECIFIC INDICATOR | 5.b. | Demonstrate the ability to select accurate vocabulary (as described in Language Standards 4–6 up to and including grade 6). |
|--------------------|------|---|

**DOMAIN** **Grade 6 Writing Standards [W]**

|                                 |  |                  |
|---------------------------------|--|------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Range of Writing |
|---------------------------------|--|------------------|

|          |    |   |
|----------|----|---|
| GSE STEM | 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. |
|----------|----|---|

**DOMAIN** **Grade 6 Speaking and Listening Standards [SL]**

|                                 |  |                                 |
|---------------------------------|--|---------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Comprehension and Collaboration |
|---------------------------------|--|---------------------------------|

|          |   |   |
|----------|---|---|
| GSE STEM | 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. |
|----------|---|---|

|                    |      |  |
|--------------------|------|--|
| SPECIFIC INDICATOR | 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. (See grade 6 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.) |
|--------------------|------|--|

|                    |      |  |
|--------------------|------|--|
| SPECIFIC INDICATOR | 1.b. | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. |
|--------------------|------|--|

|                    |      |  |
|--------------------|------|--|
| SPECIFIC INDICATOR | 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. |
|--------------------|------|--|

|                    |      |  |
|--------------------|------|--|
| SPECIFIC INDICATOR | 1.d. | Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. |
|--------------------|------|--|

**DOMAIN** **Grade 6 Language Standards [L]**

|                                 |  |                                 |
|---------------------------------|--|---------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Conventions of Standard English |
|---------------------------------|--|---------------------------------|

|          |   |   |
|----------|---|---|
| GSE STEM | 1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 6 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.) |
|----------|---|---|

|                    |  |  |
|--------------------|--|--|
| SPECIFIC INDICATOR |  | Sentence Structure, Variety, and Meaning |
|--------------------|--|--|

|           |      |  |
|-----------|------|--|
| INDICATOR | 1.c. | Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. |
|-----------|------|--|

**DOMAIN** **Grade 6 Language Standards [L]**

|                                 |  |                       |
|---------------------------------|--|-----------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Knowledge of Language |
|---------------------------------|--|-----------------------|

|          |   |  |
|----------|---|--|
| GSE STEM | 3 | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
|----------|---|--|

|  |                                       |   |
|--|---------------------------------------|---|
| SPECIFIC INDICATOR                     | 3.a.                                  | Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.   |
| <b>DOMAIN</b>                          | <b>Grade 6 Language Standards [L]</b> |   |
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |                                       | <b>Vocabulary Acquisition and Use</b>   |
| GSE STEM                               | 6                                     | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 6 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 6 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.) |

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

**Rhode Island World-Class Standards**  
**Language Arts**  
**Grade 6 - Adopted: 2021**

|  |   |   |
|--|---|---|
| <b>DOMAIN</b>                          | <b>Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]</b> |   |
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |   | <b>Text Types and Purposes</b>  |
| <b>GSE STEM</b>                        | <b>1</b>  | <b>Write arguments focused on discipline-specific content.</b>  |
| SPECIFIC INDICATOR                     | 1.d.  | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |

|  |   |   |
|--|---|---|
| <b>DOMAIN</b>                          | <b>Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]</b> |   |
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |   | <b>Text Types and Purposes</b>  |
| <b>GSE STEM</b>                        | <b>2</b>  | <b>Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</b>  |
| SPECIFIC INDICATOR                     | 2.a.  | Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| SPECIFIC INDICATOR                     | 2.b.  | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.   |
| SPECIFIC INDICATOR                     | 2.c.  | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas, concepts, or procedures.   |
| SPECIFIC INDICATOR                     | 2.d.  | Use precise language and domain-specific vocabulary to inform about or explain the topic.   |
| SPECIFIC INDICATOR                     | 2.e.  | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).   |

|   |      |   |
|---|------|---|
| SPECIFIC INDICATOR  | 2.f. | Provide a concluding statement or section that follows from and supports the information or explanation presented.  |
| <b>DOMAIN</b> <b>Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]</b>                 |      |   |
| STATEMENT OF ENDURING KNOWLEDGE   |      | <b>Production and Distribution of Writing</b>   |
| GSE STEM  | 4    | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  |
| GSE STEM  | 5    | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.  |
| <b>DOMAIN</b> <b>Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]</b>                 |      |   |
| STATEMENT OF ENDURING KNOWLEDGE   |      | <b>Research to Build and Present Knowledge</b>  |
| GSE STEM  | 8    | When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
| GSE STEM  | 9    | Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)  |
| <b>DOMAIN</b> <b>Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]</b>                 |      |   |
| STATEMENT OF ENDURING KNOWLEDGE   |      | <b>Range of Writing</b>   |
| GSE STEM  | 10   | Write routinely over extended time frames (time for 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>DOMAIN</b> <b>Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]</b> |      |   |
| STATEMENT OF ENDURING KNOWLEDGE   |      | <b>Comprehension and Collaboration</b>  |
| GSE STEM  | 1    | <b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>  |
| SPECIFIC INDICATOR  | 1.a. | Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)                  |
| SPECIFIC INDICATOR  | 1.b. | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.  |
| SPECIFIC INDICATOR  | 1.c. | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.  |



**DOMAIN** College and Career Readiness Anchor Standards for Language

|  |  |                                       |
|--|--|---------------------------------------|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Vocabulary Acquisition and Use</b> |
|--|--|---------------------------------------|

|          |   |  |
|----------|---|--|
| GSE STEM | 6 | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge. |
|----------|---|--|

**DOMAIN** Grade 6 Writing Standards [W]

|  |          |   |
|--|----------|---|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |          | <b>Text Types and Purposes</b>  |
| <b>GSE STEM</b>                        | <b>1</b> | <b>Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.</b> |

|                    |      |   |
|--------------------|------|---|
| SPECIFIC INDICATOR | 1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
|--------------------|------|---|

**DOMAIN** Grade 6 Writing Standards [W]

|  |          |  |
|--|----------|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |          | <b>Text Types and Purposes</b>   |
| <b>GSE STEM</b>                        | <b>2</b> | <b>Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b> |

|                    |      |   |
|--------------------|------|---|
| SPECIFIC INDICATOR | 2.a. | Introduce a topic; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
|--------------------|------|---|

|                    |      |  |
|--------------------|------|--|
| SPECIFIC INDICATOR | 2.b. | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |
|--------------------|------|--|

|                    |      |  |
|--------------------|------|--|
| SPECIFIC INDICATOR | 2.c. | Use appropriate transitions to clarify the relationships among ideas and concepts. |
|--------------------|------|--|

|                    |      |   |
|--------------------|------|---|
| SPECIFIC INDICATOR | 2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
|--------------------|------|---|

|                    |      |   |
|--------------------|------|---|
| SPECIFIC INDICATOR | 2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
|--------------------|------|---|

|                    |      |   |
|--------------------|------|---|
| SPECIFIC INDICATOR | 2.f. | Provide a concluding statement or section that follows from the information or explanation presented. |
|--------------------|------|---|

**DOMAIN** Grade 6 Writing Standards [W]

|  |          |  |
|--|----------|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |          | <b>Text Types and Purposes</b>   |
| <b>GSE STEM</b>                        | <b>3</b> | <b>Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.</b> |

|                    |      |   |
|--------------------|------|---|
| SPECIFIC INDICATOR | 3.b. | Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. |
|--------------------|------|---|

|                    |      |  |
|--------------------|------|--|
| SPECIFIC INDICATOR | 3.d. | Use precise words and phrases, relevant descriptive details, figurative and sensory language, and techniques such as personification (e.g., “the fog crept in”) to convey experiences or events. |
|--------------------|------|--|

**DOMAIN** **Grade 6 Writing Standards [W]**

|  |  |   |
|--|--|---|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Production and Distribution of Writing</b> |
|--|--|---|

|          |   |  |
|----------|---|--|
| GSE STEM | 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.) |
|----------|---|--|

**DOMAIN** **Grade 6 Writing Standards [W]**

|  |  |   |
|--|--|---|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Production and Distribution of Writing</b> |
|--|--|---|

|                 |          |  |
|-----------------|----------|--|
| <b>GSE STEM</b> | <b>5</b> | <b>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</b> |
|-----------------|----------|--|

|                    |      |   |
|--------------------|------|---|
| SPECIFIC INDICATOR | 5.a. | Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 6). |
|--------------------|------|---|

|                    |      |   |
|--------------------|------|---|
| SPECIFIC INDICATOR | 5.b. | Demonstrate the ability to select accurate vocabulary (as described in Language Standards 4–6 up to and including grade 6). |
|--------------------|------|---|

**DOMAIN** **Grade 6 Writing Standards [W]**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Research to Build and Present Knowledge</b> |
|--|--|--|

|          |   |   |
|----------|---|---|
| GSE STEM | 8 | When conducting research, 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. |
|----------|---|---|

|          |   |  |
|----------|---|--|
| GSE STEM | 9 | Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 6 standards for Reading Literature or Reading Informational Text as needed. |
|----------|---|--|

**DOMAIN** **Grade 6 Writing Standards [W]**

|  |  |                         |
|--|--|-------------------------|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Range of Writing</b> |
|--|--|-------------------------|

|          |    |   |
|----------|----|---|
| GSE STEM | 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. |
|----------|----|---|

**DOMAIN** **Grade 6 Speaking and Listening Standards [SL]**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Comprehension and Collaboration</b> |
|--|--|--|

|                    |          |  |
|--------------------|----------|--|
| <b>GSE STEM</b>    | <b>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>   |
| SPECIFIC INDICATOR | 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. (See grade 6 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.) |
| SPECIFIC INDICATOR | 1.b.     | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.   |
| SPECIFIC INDICATOR | 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.   |
| SPECIFIC INDICATOR | 1.d.     | Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.   |

**DOMAIN** **Grade 6 Language Standards [L]**

|  |          |  |
|--|----------|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |          | <b>Conventions of Standard English</b>   |
| <b>GSE STEM</b>                        | <b>1</b> | <b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 6 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)</b> |
| <b>SPECIFIC INDICATOR</b>              |          | <b>Sentence Structure, Variety, and Meaning</b>  |
| INDICATOR                              | 1.c.     | Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.   |

**DOMAIN** **Grade 6 Language Standards [L]**

|  |          |   |
|--|----------|---|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |          | <b>Knowledge of Language</b>  |
| <b>GSE STEM</b>                        | <b>3</b> | <b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>                   |
| SPECIFIC INDICATOR                     | 3.a.     | Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest. |

**DOMAIN** **Grade 6 Language Standards [L]**

|  |   |   |
|--|---|---|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |   | <b>Vocabulary Acquisition and Use</b>   |
| GSE STEM                               | 6 | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 6 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 6 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.) |

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

## Language Arts

Grade 6 - Adopted: 2021

### DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

| STATEMENT OF ENDURING KNOWLEDGE |      | Text Types and Purposes   |
|---------------------------------|------|---|
| GSE STEM                        | 1    | Write arguments focused on discipline-specific content.   |
| SPECIFIC INDICATOR              | 1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |

### DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

| STATEMENT OF ENDURING KNOWLEDGE |      | Text Types and Purposes   |
|---------------------------------|------|---|
| GSE STEM                        | 2    | Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.   |
| SPECIFIC INDICATOR              | 2.a. | Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| SPECIFIC INDICATOR              | 2.b. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.   |
| SPECIFIC INDICATOR              | 2.c. | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas, concepts, or procedures.   |
| SPECIFIC INDICATOR              | 2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic.   |
| SPECIFIC INDICATOR              | 2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).   |
| SPECIFIC INDICATOR              | 2.f. | Provide a concluding statement or section that follows from and supports the information or explanation presented.  |

### DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

| STATEMENT OF ENDURING KNOWLEDGE |   | Production and Distribution of Writing   |
|---------------------------------|---|--|
| GSE STEM                        | 4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.   |
| GSE STEM                        | 5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. |

### DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

| STATEMENT OF ENDURING KNOWLEDGE |  | Research to Build and Present Knowledge |
|---------------------------------|--|---|
|---------------------------------|--|---|

|          |   |   |
|----------|---|---|
| GSE STEM | 8 | When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
|----------|---|---|

|          |   |  |
|----------|---|--|
| GSE STEM | 9 | Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) |
|----------|---|--|

**DOMAIN**

**Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

|  |  |                         |
|--|--|-------------------------|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Range of Writing</b> |
|--|--|-------------------------|

|          |    |  |
|----------|----|--|
| GSE STEM | 10 | Write routinely over extended time frames (time for 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. |
|----------|----|--|

**DOMAIN**

**Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Comprehension and Collaboration</b> |
|--|--|--|

|                 |          |  |
|-----------------|----------|--|
| <b>GSE STEM</b> | <b>1</b> | <b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.</b> |
|-----------------|----------|--|

|                    |      |  |
|--------------------|------|--|
| SPECIFIC INDICATOR | 1.a. | Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) |
|--------------------|------|--|

|                    |      |  |
|--------------------|------|--|
| SPECIFIC INDICATOR | 1.b. | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. |
|--------------------|------|--|

|                    |      |  |
|--------------------|------|--|
| SPECIFIC INDICATOR | 1.c. | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. |
|--------------------|------|--|

|                    |      |  |
|--------------------|------|--|
| SPECIFIC INDICATOR | 1.d. | Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. |
|--------------------|------|--|

**DOMAIN**

**Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Presentation of Knowledge and Ideas</b> |
|--|--|--|

|          |   |   |
|----------|---|---|
| GSE STEM | 4 | Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate vocabulary, eye contact, volume, and pronunciation. |
|----------|---|---|

**DOMAIN**

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

|  |  |                                |
|--|--|--------------------------------|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Text Types and Purposes</b> |
|--|--|--------------------------------|

|          |   |  |
|----------|---|--|
| GSE STEM | 2 | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
|----------|---|--|



**DOMAIN** **Grade 6 Writing Standards [W]**

| STATEMENT OF ENDURING KNOWLEDGE |      | Text Types and Purposes   |
|---------------------------------|------|---|
| GSE STEM                        | 2    | Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.   |
| SPECIFIC INDICATOR              | 2.a. | Introduce a topic; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| SPECIFIC INDICATOR              | 2.b. | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.  |
| SPECIFIC INDICATOR              | 2.c. | Use appropriate transitions to clarify the relationships among ideas and concepts.  |
| SPECIFIC INDICATOR              | 2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic.   |
| SPECIFIC INDICATOR              | 2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).   |
| SPECIFIC INDICATOR              | 2.f. | Provide a concluding statement or section that follows from the information or explanation presented.   |

**DOMAIN** **Grade 6 Writing Standards [W]**

| STATEMENT OF ENDURING KNOWLEDGE |      | Text Types and Purposes  |
|---------------------------------|------|--|
| GSE STEM                        | 3    | Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.  |
| SPECIFIC INDICATOR              | 3.b. | Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.  |
| SPECIFIC INDICATOR              | 3.d. | Use precise words and phrases, relevant descriptive details, figurative and sensory language, and techniques such as personification (e.g., "the fog crept in") to convey experiences or events. |

**DOMAIN** **Grade 6 Writing Standards [W]**

| STATEMENT OF ENDURING KNOWLEDGE |   | Production and Distribution of Writing   |
|---------------------------------|---|--|
| GSE STEM                        | 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.) |

**DOMAIN** **Grade 6 Writing Standards [W]**

| STATEMENT OF ENDURING KNOWLEDGE |  | Production and Distribution of Writing |
|---------------------------------|--|--|
|                                 |  |  |

|                    |          |   |
|--------------------|----------|---|
| <b>GSE STEM</b>    | <b>5</b> | <b>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</b>      |
| SPECIFIC INDICATOR | 5.a.     | Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 6). |

|                    |      |   |
|--------------------|------|---|
| SPECIFIC INDICATOR | 5.b. | Demonstrate the ability to select accurate vocabulary (as described in Language Standards 4–6 up to and including grade 6). |
|--------------------|------|---|

**DOMAIN** **Grade 6 Writing Standards [W]**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Research to Build and Present Knowledge</b> |
|--|--|--|

|          |   |   |
|----------|---|---|
| GSE STEM | 8 | When conducting research, 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. |
|----------|---|---|

|          |   |  |
|----------|---|--|
| GSE STEM | 9 | Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 6 standards for Reading Literature or Reading Informational Text as needed. |
|----------|---|--|

**DOMAIN** **Grade 6 Writing Standards [W]**

|  |  |                         |
|--|--|-------------------------|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Range of Writing</b> |
|--|--|-------------------------|

|          |    |   |
|----------|----|---|
| GSE STEM | 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. |
|----------|----|---|

**DOMAIN** **Grade 6 Speaking and Listening Standards [SL]**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Comprehension and Collaboration</b> |
|--|--|--|

|                 |          |  |
|-----------------|----------|--|
| <b>GSE STEM</b> | <b>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> |
|-----------------|----------|--|

|                    |      |  |
|--------------------|------|--|
| SPECIFIC INDICATOR | 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. (See grade 6 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.) |
|--------------------|------|--|

|                    |      |  |
|--------------------|------|--|
| SPECIFIC INDICATOR | 1.b. | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. |
|--------------------|------|--|

|                    |      |  |
|--------------------|------|--|
| SPECIFIC INDICATOR | 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. |
|--------------------|------|--|

|                    |      |  |
|--------------------|------|--|
| SPECIFIC INDICATOR | 1.d. | Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. |
|--------------------|------|--|

**DOMAIN** **Grade 6 Language Standards [L]**

|                                 |   |   |
|---------------------------------|---|---|
| STATEMENT OF ENDURING KNOWLEDGE |   | Conventions of Standard English   |
| GSE STEM                        | 1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 6 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.) |
| SPECIFIC INDICATOR              |   | Sentence Structure, Variety, and Meaning  |

INDICATOR 1.c. Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

**DOMAIN** Grade 6 Language Standards [L]

|                                 |   |  |
|---------------------------------|---|--|
| STATEMENT OF ENDURING KNOWLEDGE |   | Knowledge of Language  |
| GSE STEM                        | 3 | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |

SPECIFIC INDICATOR 3.a. Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.

**DOMAIN** Grade 6 Language Standards [L]

|                                 |  |                                |
|---------------------------------|--|--------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Vocabulary Acquisition and Use |
|---------------------------------|--|--------------------------------|

GSE STEM 6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 6 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 6 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

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

**Rhode Island World-Class Standards**

**Language Arts**

**Grade 6 - Adopted: 2021**

**DOMAIN** Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

|                                 |   |   |
|---------------------------------|---|---|
| STATEMENT OF ENDURING KNOWLEDGE |   | Text Types and Purposes                                 |
| GSE STEM                        | 1 | Write arguments focused on discipline-specific content. |

SPECIFIC INDICATOR 1.d. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

**DOMAIN** Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

|                                 |  |                         |
|---------------------------------|--|-------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Text Types and Purposes |
|---------------------------------|--|-------------------------|

|                    |          |   |
|--------------------|----------|---|
| <b>GSE STEM</b>    | <b>2</b> | <b>Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</b>  |
| SPECIFIC INDICATOR | 2.a.     | Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| SPECIFIC INDICATOR | 2.b.     | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.   |
| SPECIFIC INDICATOR | 2.c.     | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas, concepts, or procedures.   |
| SPECIFIC INDICATOR | 2.d.     | Use precise language and domain-specific vocabulary to inform about or explain the topic.   |
| SPECIFIC INDICATOR | 2.e.     | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).   |
| SPECIFIC INDICATOR | 2.f.     | Provide a concluding statement or section that follows from and supports the information or explanation presented.  |

**DOMAIN**

**Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

|  |   |  |
|--|---|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |   | <b>Production and Distribution of Writing</b>  |
| GSE STEM                               | 4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.   |
| GSE STEM                               | 5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. |

**DOMAIN**

**Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

|  |   |   |
|--|---|---|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |   | <b>Research to Build and Present Knowledge</b>  |
| GSE STEM                               | 8 | When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
| GSE STEM                               | 9 | Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)  |

**DOMAIN**

**Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

|  |    |  |
|--|----|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |    | <b>Range of Writing</b>  |
| GSE STEM                               | 10 | Write routinely over extended time frames (time for 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. |

**DOMAIN** **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

|  |          |  |
|--|----------|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |          | <b>Comprehension and Collaboration</b>   |
| <b>GSE STEM</b>                        | <b>1</b> | <b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others’ ideas and expressing their own clearly.</b>   |
| SPECIFIC INDICATOR                     | 1.a.     | Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) |
| SPECIFIC INDICATOR                     | 1.b.     | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.   |
| SPECIFIC INDICATOR                     | 1.c.     | Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.   |
| SPECIFIC INDICATOR                     | 1.d.     | Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.   |

**DOMAIN** **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

|  |          |  |
|--|----------|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |          | <b>Presentation of Knowledge and Ideas</b>   |
| <b>GSE STEM</b>                        | <b>4</b> | <b>Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate vocabulary, eye contact, volume, and pronunciation.</b> |

**DOMAIN** **College and Career Readiness Anchor Standards for Writing**

|  |          |   |
|--|----------|---|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |          | <b>Text Types and Purposes</b>  |
| <b>GSE STEM</b>                        | <b>2</b> | <b>Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</b> |

**DOMAIN** **College and Career Readiness Anchor Standards for Writing**

|  |          |   |
|--|----------|---|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |          | <b>Production and Distribution of Writing</b>   |
| <b>GSE STEM</b>                        | <b>4</b> | <b>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</b> |
| <b>GSE STEM</b>                        | <b>5</b> | <b>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</b>                        |

**DOMAIN** **College and Career Readiness Anchor Standards for Writing**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Research to Build and Present Knowledge</b> |
|--|--|--|

|          |   |   |
|----------|---|---|
| GSE STEM | 9 | Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research. |
|----------|---|---|

**DOMAIN** **College and Career Readiness Anchor Standards for Writing**

|  |  |                         |
|--|--|-------------------------|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Range of Writing</b> |
|--|--|-------------------------|

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

**DOMAIN** **College and Career Readiness Anchor Standards for Speaking and Listening**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Comprehension and Collaboration</b> |
|--|--|--|

|          |   |  |
|----------|---|--|
| GSE STEM | 1 | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. |
|----------|---|--|

**DOMAIN** **College and Career Readiness Anchor Standards for Language**

|  |  |                                       |
|--|--|---------------------------------------|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Vocabulary Acquisition and Use</b> |
|--|--|---------------------------------------|

|          |   |  |
|----------|---|--|
| GSE STEM | 6 | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge. |
|----------|---|--|

**DOMAIN** **Grade 6 Writing Standards [W]**

|  |  |                                |
|--|--|--------------------------------|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Text Types and Purposes</b> |
|--|--|--------------------------------|

|                 |          |   |
|-----------------|----------|---|
| <b>GSE STEM</b> | <b>1</b> | <b>Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.</b> |
|-----------------|----------|---|

|                    |      |   |
|--------------------|------|---|
| SPECIFIC INDICATOR | 1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
|--------------------|------|---|

**DOMAIN** **Grade 6 Writing Standards [W]**

|  |  |                                |
|--|--|--------------------------------|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Text Types and Purposes</b> |
|--|--|--------------------------------|

|                 |          |  |
|-----------------|----------|--|
| <b>GSE STEM</b> | <b>2</b> | <b>Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b> |
|-----------------|----------|--|

|                    |      |   |
|--------------------|------|---|
| SPECIFIC INDICATOR | 2.a. | Introduce a topic; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
|--------------------|------|---|

|                    |      |  |
|--------------------|------|--|
| SPECIFIC INDICATOR | 2.b. | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |
|--------------------|------|--|

|                    |      |   |
|--------------------|------|---|
| SPECIFIC INDICATOR | 2.c. | Use appropriate transitions to clarify the relationships among ideas and concepts.                      |
| SPECIFIC INDICATOR | 2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic.               |
| SPECIFIC INDICATOR | 2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
| SPECIFIC INDICATOR | 2.f. | Provide a concluding statement or section that follows from the information or explanation presented.   |

**DOMAIN**

**Grade 6 Writing Standards [W]**

|  |          |  |
|--|----------|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |          | <b>Text Types and Purposes</b>   |
| <b>GSE STEM</b>                        | <b>3</b> | <b>Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.</b>                                       |
| SPECIFIC INDICATOR                     | 3.b.     | Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.  |
| SPECIFIC INDICATOR                     | 3.d.     | Use precise words and phrases, relevant descriptive details, figurative and sensory language, and techniques such as personification (e.g., “the fog crept in”) to convey experiences or events. |

**DOMAIN**

**Grade 6 Writing Standards [W]**

|  |   |  |
|--|---|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |   | <b>Production and Distribution of Writing</b>  |
| GSE STEM                               | 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.) |

**DOMAIN**

**Grade 6 Writing Standards [W]**

|  |          |   |
|--|----------|---|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |          | <b>Production and Distribution of Writing</b>   |
| <b>GSE STEM</b>                        | <b>5</b> | <b>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</b>        |
| SPECIFIC INDICATOR                     | 5.a.     | Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 6).   |
| SPECIFIC INDICATOR                     | 5.b.     | Demonstrate the ability to select accurate vocabulary (as described in Language Standards 4–6 up to and including grade 6). |

**DOMAIN**

**Grade 6 Writing Standards [W]**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Research to Build and Present Knowledge</b> |
|--|--|--|

|          |   |   |
|----------|---|---|
| GSE STEM | 8 | When conducting research, 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. |
|----------|---|---|

|          |   |  |
|----------|---|--|
| GSE STEM | 9 | Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 6 standards for Reading Literature or Reading Informational Text as needed. |
|----------|---|--|

**DOMAIN** **Grade 6 Writing Standards [W]**

|  |  |                         |
|--|--|-------------------------|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Range of Writing</b> |
|--|--|-------------------------|

|          |    |   |
|----------|----|---|
| GSE STEM | 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. |
|----------|----|---|

**DOMAIN** **Grade 6 Speaking and Listening Standards [SL]**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Comprehension and Collaboration</b> |
|--|--|--|

|                 |          |  |
|-----------------|----------|--|
| <b>GSE STEM</b> | <b>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> |
|-----------------|----------|--|

|                    |      |  |
|--------------------|------|--|
| SPECIFIC INDICATOR | 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. (See grade 6 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.) |
|--------------------|------|--|

|                    |      |  |
|--------------------|------|--|
| SPECIFIC INDICATOR | 1.b. | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. |
|--------------------|------|--|

|                    |      |  |
|--------------------|------|--|
| SPECIFIC INDICATOR | 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. |
|--------------------|------|--|

|                    |      |  |
|--------------------|------|--|
| SPECIFIC INDICATOR | 1.d. | Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. |
|--------------------|------|--|

**DOMAIN** **Grade 6 Language Standards [L]**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Conventions of Standard English</b> |
|--|--|--|

|                 |          |  |
|-----------------|----------|--|
| <b>GSE STEM</b> | <b>1</b> | <b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 6 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)</b> |
|-----------------|----------|--|

|                           |  |   |
|---------------------------|--|---|
| <b>SPECIFIC INDICATOR</b> |  | <b>Sentence Structure, Variety, and Meaning</b> |
|---------------------------|--|---|

|           |      |  |
|-----------|------|--|
| INDICATOR | 1.c. | Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. |
|-----------|------|--|

**DOMAIN** **Grade 6 Language Standards [L]**

|  |          |   |
|--|----------|---|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |          | <b>Knowledge of Language</b>  |
| <b>GSE STEM</b>                        | <b>3</b> | <b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b> |

**SPECIFIC INDICATOR**      3.a.      Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.

**DOMAIN**      **Grade 6 Language Standards [L]**

|  |  |                                       |
|--|--|---------------------------------------|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Vocabulary Acquisition and Use</b> |
|--|--|---------------------------------------|

**GSE STEM**      6      Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 6 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 6 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

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

**Rhode Island World-Class Standards**

**Language Arts**

**Grade 6 - Adopted: 2021**

**DOMAIN**      **Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

|  |  |   |
|--|--|---|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]</b> |
| <b>GSE STEM</b>                        |  | <b>Craft and Structure</b>  |

**SPECIFIC INDICATOR**      4      Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

**DOMAIN**      **Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

|  |  |   |
|--|--|---|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]</b> |
| <b>GSE STEM</b>                        |  | <b>Range of Reading and Level of Text Complexity</b>  |

**SPECIFIC INDICATOR**      10      Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.

**DOMAIN**      **Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

|  |  |   |
|--|--|---|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]</b> |
| <b>GSE STEM</b>                        |  | <b>Key Ideas and Details</b>  |

**SPECIFIC INDICATOR**      1      Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.)

|                    |   |  |
|--------------------|---|--|
| SPECIFIC INDICATOR | 2 | Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. |
|--------------------|---|--|

**DOMAIN**

**Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

|                                 |  |  |
|---------------------------------|--|--|
| STATEMENT OF ENDURING KNOWLEDGE |  | Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST] |
| GSE STEM                        |  | Craft and Structure  |

|                    |   |   |
|--------------------|---|---|
| SPECIFIC INDICATOR | 4 | Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics. |
|--------------------|---|---|

**DOMAIN**

**Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

|                                 |  |  |
|---------------------------------|--|--|
| STATEMENT OF ENDURING KNOWLEDGE |  | Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST] |
| GSE STEM                        |  | Range of Reading and Level of Text Complexity  |

|                    |    |  |
|--------------------|----|--|
| SPECIFIC INDICATOR | 10 | Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course. |
|--------------------|----|--|

**DOMAIN**

**Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

|                                 |   |   |
|---------------------------------|---|---|
| STATEMENT OF ENDURING KNOWLEDGE |   | Text Types and Purposes                                 |
| GSE STEM                        | 1 | Write arguments focused on discipline-specific content. |

|                    |      |   |
|--------------------|------|---|
| SPECIFIC INDICATOR | 1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
|--------------------|------|---|

**DOMAIN**

**Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

|                                 |   |   |
|---------------------------------|---|---|
| STATEMENT OF ENDURING KNOWLEDGE |   | Text Types and Purposes   |
| GSE STEM                        | 2 | Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. |

|                    |      |   |
|--------------------|------|---|
| SPECIFIC INDICATOR | 2.a. | Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
|--------------------|------|---|

|                    |      |   |
|--------------------|------|---|
| SPECIFIC INDICATOR | 2.b. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. |
|--------------------|------|---|

|                    |      |   |
|--------------------|------|---|
| SPECIFIC INDICATOR | 2.c. | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas, concepts, or procedures. |
|--------------------|------|---|

|                    |      |   |
|--------------------|------|---|
| SPECIFIC INDICATOR | 2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
|--------------------|------|---|

|                    |      |   |
|--------------------|------|---|
| SPECIFIC INDICATOR | 2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
|--------------------|------|---|

|                    |      |  |
|--------------------|------|--|
| SPECIFIC INDICATOR | 2.f. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
|--------------------|------|--|

**DOMAIN** **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

|  |  |   |
|--|--|---|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Production and Distribution of Writing</b> |
|--|--|---|

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

|          |   |  |
|----------|---|--|
| GSE STEM | 5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. |
|----------|---|--|

**DOMAIN** **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Research to Build and Present Knowledge</b> |
|--|--|--|

|          |   |  |
|----------|---|--|
| GSE STEM | 9 | Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) |
|----------|---|--|

**DOMAIN** **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

|  |  |                         |
|--|--|-------------------------|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Range of Writing</b> |
|--|--|-------------------------|

|          |    |  |
|----------|----|--|
| GSE STEM | 10 | Write routinely over extended time frames (time for 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. |
|----------|----|--|

**DOMAIN** **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Comprehension and Collaboration</b> |
|--|--|--|

|                 |          |  |
|-----------------|----------|--|
| <b>GSE STEM</b> | <b>1</b> | <b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.</b> |
|-----------------|----------|--|

|                    |      |  |
|--------------------|------|--|
| SPECIFIC INDICATOR | 1.a. | Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) |
|--------------------|------|--|

|                    |      |  |
|--------------------|------|--|
| SPECIFIC INDICATOR | 1.b. | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. |
|--------------------|------|--|

|                    |      |  |
|--------------------|------|--|
| SPECIFIC INDICATOR | 1.c. | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. |
|--------------------|------|--|

|                    |      |  |
|--------------------|------|--|
| SPECIFIC INDICATOR | 1.d. | Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. |
|--------------------|------|--|

**DOMAIN****Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

| STATEMENT OF ENDURING KNOWLEDGE |  | Presentation of Knowledge and Ideas |
|---------------------------------|--|-------------------------------------|
|---------------------------------|--|-------------------------------------|

|          |   |   |
|----------|---|---|
| GSE STEM | 4 | Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate vocabulary, eye contact, volume, and pronunciation. |
|----------|---|---|

**DOMAIN****College and Career Readiness Anchor Standards for Reading**

| STATEMENT OF ENDURING KNOWLEDGE |  | Key Ideas and Details |
|---------------------------------|--|-----------------------|
|---------------------------------|--|-----------------------|

|          |   |   |
|----------|---|---|
| GSE STEM | 1 | Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text. |
|----------|---|---|

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

**DOMAIN****College and Career Readiness Anchor Standards for Reading**

| STATEMENT OF ENDURING KNOWLEDGE |  | Craft and Structure |
|---------------------------------|--|---------------------|
|---------------------------------|--|---------------------|

|          |   |   |
|----------|---|---|
| GSE STEM | 4 | Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. |
|----------|---|---|

**DOMAIN****College and Career Readiness Anchor Standards for Writing**

| STATEMENT OF ENDURING KNOWLEDGE |  | Text Types and Purposes |
|---------------------------------|--|-------------------------|
|---------------------------------|--|-------------------------|

|          |   |  |
|----------|---|--|
| GSE STEM | 2 | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
|----------|---|--|

**DOMAIN****College and Career Readiness Anchor Standards for Writing**

| STATEMENT OF ENDURING KNOWLEDGE |  | Production and Distribution of Writing |
|---------------------------------|--|--|
|---------------------------------|--|--|

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

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

**DOMAIN****College and Career Readiness Anchor Standards for Writing**

| STATEMENT OF ENDURING KNOWLEDGE |  | Range of Writing |
|---------------------------------|--|------------------|
|---------------------------------|--|------------------|

|          |    |   |
|----------|----|---|
| GSE STEM | 10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
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**DOMAIN** **College and Career Readiness Anchor Standards for Speaking and Listening**

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| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Comprehension and Collaboration</b> |
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|          |   |  |
|----------|---|--|
| GSE STEM | 1 | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. |
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|          |   |  |
|----------|---|--|
| GSE STEM | 2 | Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. |
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**DOMAIN** **College and Career Readiness Anchor Standards for Language**

|  |  |                                       |
|--|--|---------------------------------------|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Vocabulary Acquisition and Use</b> |
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|----------|---|---|
| GSE STEM | 4 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. |
|----------|---|---|

|          |   |  |
|----------|---|--|
| GSE STEM | 6 | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge. |
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**DOMAIN** **Grade 6 Reading Standards**

|  |  |  |
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| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Grade 6 Reading Standards for Informational Text [RI]</b> |
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|-----------------|--|------------------------------|
| <b>GSE STEM</b> |  | <b>Key Ideas and Details</b> |
|-----------------|--|------------------------------|

|                    |   |  |
|--------------------|---|--|
| SPECIFIC INDICATOR | 1 | Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 6 Writing Standard 8 for more on quoting and paraphrasing.) |
|--------------------|---|--|

|                    |   |  |
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| SPECIFIC INDICATOR | 2 | Determine a text's central idea(s) and how particular details help convey the idea(s); provide a summary of a text distinct from personal opinions or judgments. |
|--------------------|---|--|

|                    |   |  |
|--------------------|---|--|
| SPECIFIC INDICATOR | 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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**DOMAIN** **Grade 6 Reading Standards**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Grade 6 Reading Standards for Informational Text [RI]</b> |
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|                 |  |                            |
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| <b>GSE STEM</b> |  | <b>Craft and Structure</b> |
|-----------------|--|----------------------------|

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| SPECIFIC INDICATOR | 4 | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; explain how word choice affects meaning and tone. (See grade 6 Language Standards 4–6 on applying knowledge of vocabulary to reading.) |
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**DOMAIN** **Grade 6 Reading Standards**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Grade 6 Reading Standards for Informational Text [RI]</b> |
| <b>GSE STEM</b>                        |  | <b>Range of Reading and Level of Text Complexity</b>         |

|                    |    |   |
|--------------------|----|---|
| SPECIFIC INDICATOR | 10 | Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 6. |
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**DOMAIN** **Grade 6 Writing Standards [W]**

|  |          |   |
|--|----------|---|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |          | <b>Text Types and Purposes</b>  |
| <b>GSE STEM</b>                        | <b>1</b> | <b>Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.</b> |

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| SPECIFIC INDICATOR | 1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
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**DOMAIN** **Grade 6 Writing Standards [W]**

|  |          |  |
|--|----------|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |          | <b>Text Types and Purposes</b>   |
| <b>GSE STEM</b>                        | <b>2</b> | <b>Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b> |

|                    |      |   |
|--------------------|------|---|
| SPECIFIC INDICATOR | 2.a. | Introduce a topic; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
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| SPECIFIC INDICATOR | 2.b. | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |
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| SPECIFIC INDICATOR | 2.c. | Use appropriate transitions to clarify the relationships among ideas and concepts. |
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| SPECIFIC INDICATOR | 2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
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| SPECIFIC INDICATOR | 2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
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| SPECIFIC INDICATOR | 2.f. | Provide a concluding statement or section that follows from the information or explanation presented. |
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**DOMAIN** **Grade 6 Writing Standards [W]**

|  |          |  |
|--|----------|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |          | <b>Text Types and Purposes</b>   |
| <b>GSE STEM</b>                        | <b>3</b> | <b>Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.</b> |

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| SPECIFIC INDICATOR | 3.b. | Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.  |
| SPECIFIC INDICATOR | 3.d. | Use precise words and phrases, relevant descriptive details, figurative and sensory language, and techniques such as personification (e.g., “the fog crept in”) to convey experiences or events. |

**DOMAIN** **Grade 6 Writing Standards [W]**

|  |  |   |
|--|--|---|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Production and Distribution of Writing</b> |
|--|--|---|

|          |   |  |
|----------|---|--|
| GSE STEM | 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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**DOMAIN** **Grade 6 Writing Standards [W]**

|  |  |   |
|--|--|---|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Production and Distribution of Writing</b> |
|--|--|---|

|                 |          |  |
|-----------------|----------|--|
| <b>GSE STEM</b> | <b>5</b> | <b>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</b> |
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| SPECIFIC INDICATOR | 5.a. | Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 6). |
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|                    |      |   |
|--------------------|------|---|
| SPECIFIC INDICATOR | 5.b. | Demonstrate the ability to select accurate vocabulary (as described in Language Standards 4–6 up to and including grade 6). |
|--------------------|------|---|

**DOMAIN** **Grade 6 Writing Standards [W]**

|  |  |                         |
|--|--|-------------------------|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Range of Writing</b> |
|--|--|-------------------------|

|          |    |   |
|----------|----|---|
| GSE STEM | 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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**DOMAIN** **Grade 6 Speaking and Listening Standards [SL]**

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| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Comprehension and Collaboration</b> |
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|-----------------|----------|--|
| <b>GSE STEM</b> | <b>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> |
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|                    |      |  |
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| SPECIFIC INDICATOR | 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. (See grade 6 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.) |
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|                    |      |  |
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| SPECIFIC INDICATOR | 1.b. | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. |
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|                    |      |  |
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| SPECIFIC INDICATOR | 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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| SPECIFIC INDICATOR | 1.d. | Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. |
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**DOMAIN** **Grade 6 Language Standards [L]**

|                                 |   |   |
|---------------------------------|---|---|
| STATEMENT OF ENDURING KNOWLEDGE |   | Conventions of Standard English   |
| GSE STEM                        | 1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 6 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.) |
| SPECIFIC INDICATOR              |   | Sentence Structure, Variety, and Meaning  |

|           |      |  |
|-----------|------|--|
| INDICATOR | 1.c. | Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. |
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**DOMAIN** **Grade 6 Language Standards [L]**

|                                 |   |  |
|---------------------------------|---|--|
| STATEMENT OF ENDURING KNOWLEDGE |   | Knowledge of Language  |
| GSE STEM                        | 3 | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |

|                    |      |   |
|--------------------|------|---|
| SPECIFIC INDICATOR | 3.a. | Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest. |
|--------------------|------|---|

**DOMAIN** **Grade 6 Language Standards [L]**

|                                 |   |  |
|---------------------------------|---|--|
| STATEMENT OF ENDURING KNOWLEDGE |   | Vocabulary Acquisition and Use   |
| GSE STEM                        | 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. |

|                    |      |   |
|--------------------|------|---|
| SPECIFIC INDICATOR | 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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|                    |      |   |
|--------------------|------|---|
| SPECIFIC INDICATOR | 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). |
|--------------------|------|---|

**DOMAIN** **Grade 6 Language Standards [L]**

|                                 |  |                                |
|---------------------------------|--|--------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Vocabulary Acquisition and Use |
|---------------------------------|--|--------------------------------|

|          |   |   |
|----------|---|---|
| GSE STEM | 6 | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 6 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 6 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.) |
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## Rhode Island World-Class Standards

## Language Arts

Grade 6 - Adopted: 2021

## DOMAIN

## Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

|                                 |  |  |
|---------------------------------|--|--|
| STATEMENT OF ENDURING KNOWLEDGE |  | Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H] |
| GSE STEM                        |  | Craft and Structure  |

SPECIFIC INDICATOR

4

Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

## DOMAIN

## Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

|                                 |  |  |
|---------------------------------|--|--|
| STATEMENT OF ENDURING KNOWLEDGE |  | Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H] |
| GSE STEM                        |  | Range of Reading and Level of Text Complexity  |

SPECIFIC INDICATOR

10

Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.

## DOMAIN

## Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

|                                 |  |  |
|---------------------------------|--|--|
| STATEMENT OF ENDURING KNOWLEDGE |  | Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST] |
| GSE STEM                        |  | Key Ideas and Details  |

SPECIFIC INDICATOR

1

Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.)

SPECIFIC INDICATOR

2

Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

## DOMAIN

## Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

|                                 |  |  |
|---------------------------------|--|--|
| STATEMENT OF ENDURING KNOWLEDGE |  | Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST] |
| GSE STEM                        |  | Craft and Structure  |

SPECIFIC INDICATOR

4

Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.

## DOMAIN

## Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

|                                 |  |  |
|---------------------------------|--|--|
| STATEMENT OF ENDURING KNOWLEDGE |  | Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST] |
| GSE STEM                        |  | Range of Reading and Level of Text Complexity  |

|                    |    |  |
|--------------------|----|--|
| SPECIFIC INDICATOR | 10 | Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course. |
|--------------------|----|--|

**DOMAIN** **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

|  |  |   |
|--|--|---|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Production and Distribution of Writing</b> |
|--|--|---|

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

|          |   |  |
|----------|---|--|
| GSE STEM | 5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. |
|----------|---|--|

**DOMAIN** **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

|  |  |  |
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| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Research to Build and Present Knowledge</b> |
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| GSE STEM | 7 | Conduct short as well as more sustained research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. |
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| GSE STEM | 8 | When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
|----------|---|---|

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| GSE STEM | 9 | Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) |
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**DOMAIN** **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

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| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Range of Writing</b> |
|--|--|-------------------------|

|          |    |  |
|----------|----|--|
| GSE STEM | 10 | Write routinely over extended time frames (time for 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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**DOMAIN** **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

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| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Comprehension and Collaboration</b> |
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|-----------------|----------|--|
| <b>GSE STEM</b> | <b>1</b> | <b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.</b> |
|-----------------|----------|--|

|                    |      |  |
|--------------------|------|--|
| SPECIFIC INDICATOR | 1.a. | Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) |
|--------------------|------|--|

|                    |      |  |
|--------------------|------|--|
| SPECIFIC INDICATOR | 1.b. | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. |
|--------------------|------|--|

|  |   |   |
|--|---|---|
| SPECIFIC INDICATOR                     | 1.c.  | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.  |
| SPECIFIC INDICATOR                     | 1.d.  | Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.  |
| <b>DOMAIN</b>                          | <b>Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]</b> |   |
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |   | <b>Presentation of Knowledge and Ideas</b>  |
| GSE STEM                               | 4   | Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate vocabulary, eye contact, volume, and pronunciation. |
| <b>DOMAIN</b>                          | <b>College and Career Readiness Anchor Standards for Reading</b>                            |   |
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |   | <b>Key Ideas and Details</b>  |
| GSE STEM                               | 1   | Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.                                 |
| GSE STEM                               | 2   | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.  |
| <b>DOMAIN</b>                          | <b>College and Career Readiness Anchor Standards for Reading</b>                            |   |
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |   | <b>Craft and Structure</b>  |
| GSE STEM                               | 4   | Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.                                       |
| <b>DOMAIN</b>                          | <b>College and Career Readiness Anchor Standards for Writing</b>                            |   |
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |   | <b>Production and Distribution of Writing</b>   |
| GSE STEM                               | 4   | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  |
| GSE STEM                               | 5   | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.   |
| <b>DOMAIN</b>                          | <b>College and Career Readiness Anchor Standards for Writing</b>                            |   |
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |   | <b>Research to Build and Present Knowledge</b>  |
| GSE STEM                               | 7   | Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.   |

|          |   |   |
|----------|---|---|
| GSE STEM | 8 | When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. |
|----------|---|---|

|          |   |   |
|----------|---|---|
| GSE STEM | 9 | Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research. |
|----------|---|---|

**DOMAIN** **College and Career Readiness Anchor Standards for Writing**

|  |  |                         |
|--|--|-------------------------|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Range of Writing</b> |
|--|--|-------------------------|

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

**DOMAIN** **College and Career Readiness Anchor Standards for Speaking and Listening**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Comprehension and Collaboration</b> |
|--|--|--|

|          |   |  |
|----------|---|--|
| GSE STEM | 1 | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. |
|----------|---|--|

|          |   |  |
|----------|---|--|
| GSE STEM | 2 | Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. |
|----------|---|--|

**DOMAIN** **College and Career Readiness Anchor Standards for Language**

|  |  |                                       |
|--|--|---------------------------------------|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Vocabulary Acquisition and Use</b> |
|--|--|---------------------------------------|

|          |   |   |
|----------|---|---|
| GSE STEM | 4 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. |
|----------|---|---|

|          |   |  |
|----------|---|--|
| GSE STEM | 6 | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge. |
|----------|---|--|

**DOMAIN** **Grade 6 Reading Standards**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Grade 6 Reading Standards for Informational Text [RI]</b> |
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|                 |  |                              |
|-----------------|--|------------------------------|
| <b>GSE STEM</b> |  | <b>Key Ideas and Details</b> |
|-----------------|--|------------------------------|

|                    |   |  |
|--------------------|---|--|
| SPECIFIC INDICATOR | 1 | Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 6 Writing Standard 8 for more on quoting and paraphrasing.) |
|--------------------|---|--|

|                    |   |  |
|--------------------|---|--|
| SPECIFIC INDICATOR | 2 | Determine a text's central idea(s) and how particular details help convey the idea(s); provide a summary of a text distinct from personal opinions or judgments. |
|--------------------|---|--|

|                    |   |  |
|--------------------|---|--|
| SPECIFIC INDICATOR | 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). |
|--------------------|---|--|

**DOMAIN**                      **Grade 6 Reading Standards**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Grade 6 Reading Standards for Informational Text [RI]</b> |
| <b>GSE STEM</b>                        |  | <b>Craft and Structure</b>                                   |

SPECIFIC INDICATOR            4            Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; explain how word choice affects meaning and tone. (See grade 6 Language Standards 4–6 on applying knowledge of vocabulary to reading.)

**DOMAIN**                      **Grade 6 Reading Standards**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Grade 6 Reading Standards for Informational Text [RI]</b> |
| <b>GSE STEM</b>                        |  | <b>Integration of Knowledge and Ideas</b>                    |

SPECIFIC INDICATOR            7            Integrate information presented in different media or formats (e.g., in charts, graphs, photographs, videos, maps) as well as in words to develop a coherent understanding of a topic or issue.

**DOMAIN**                      **Grade 6 Reading Standards**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Grade 6 Reading Standards for Informational Text [RI]</b> |
| <b>GSE STEM</b>                        |  | <b>Range of Reading and Level of Text Complexity</b>         |

SPECIFIC INDICATOR            10            Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 6.

**DOMAIN**                      **Grade 6 Writing Standards [W]**

|  |          |  |
|--|----------|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |          | <b>Text Types and Purposes</b>   |
| <b>GSE STEM</b>                        | <b>3</b> | <b>Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.</b> |

SPECIFIC INDICATOR            3.b.            Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

SPECIFIC INDICATOR            3.d.            Use precise words and phrases, relevant descriptive details, figurative and sensory language, and techniques such as personification (e.g., “the fog crept in”) to convey experiences or events.

**DOMAIN**                      **Grade 6 Writing Standards [W]**

|  |  |   |
|--|--|---|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Production and Distribution of Writing</b> |
|--|--|---|

GSE STEM                      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.)

**DOMAIN**                      **Grade 6 Writing Standards [W]**

| STATEMENT OF ENDURING KNOWLEDGE |   | Research to Build and Present Knowledge   |
|---------------------------------|---|---|
| GSE STEM                        | 7 | Conduct short as well as more sustained research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.   |
| GSE STEM                        | 8 | When conducting research, 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. |
| GSE STEM                        | 9 | Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 6 standards for Reading Literature or Reading Informational Text as needed.  |

#### DOMAIN

#### Grade 6 Writing Standards [W]

| STATEMENT OF ENDURING KNOWLEDGE |    | Range of Writing  |
|---------------------------------|----|---|
| GSE STEM                        | 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. |

#### DOMAIN

#### Grade 6 Speaking and Listening Standards [SL]

| STATEMENT OF ENDURING KNOWLEDGE |      | Comprehension and Collaboration  |
|---------------------------------|------|--|
| GSE STEM                        | 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.  |
| SPECIFIC INDICATOR              | 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. (See grade 6 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.) |
| SPECIFIC INDICATOR              | 1.b. | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.   |
| SPECIFIC INDICATOR              | 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.   |
| SPECIFIC INDICATOR              | 1.d. | Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.   |

#### DOMAIN

#### Grade 6 Language Standards [L]

| STATEMENT OF ENDURING KNOWLEDGE |      | Vocabulary Acquisition and Use   |
|---------------------------------|------|--|
| GSE STEM                        | 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. |
| SPECIFIC INDICATOR              | 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.          |

|  |                                       |   |
|--|---------------------------------------|---|
| SPECIFIC INDICATOR                     | 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>DOMAIN</b>                          | <b>Grade 6 Language Standards [L]</b> |   |
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |                                       | <b>Vocabulary Acquisition and Use</b>   |
| GSE STEM                               | 6                                     | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 6 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 6 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.) |

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

**Rhode Island World-Class Standards**

**Language Arts**  
Grade 6 - Adopted: 2021

**DOMAIN** **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

|  |          |  |
|--|----------|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |          | <b>Text Types and Purposes</b>                                 |
| <b>GSE STEM</b>                        | <b>1</b> | <b>Write arguments focused on discipline-specific content.</b> |

|                    |      |   |
|--------------------|------|---|
| SPECIFIC INDICATOR | 1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
|--------------------|------|---|

**DOMAIN** **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

|  |          |  |
|--|----------|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |          | <b>Text Types and Purposes</b>   |
| <b>GSE STEM</b>                        | <b>2</b> | <b>Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</b> |

|                    |      |   |
|--------------------|------|---|
| SPECIFIC INDICATOR | 2.a. | Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
|--------------------|------|---|

|                    |      |   |
|--------------------|------|---|
| SPECIFIC INDICATOR | 2.b. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. |
|--------------------|------|---|

|                    |      |   |
|--------------------|------|---|
| SPECIFIC INDICATOR | 2.c. | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas, concepts, or procedures. |
|--------------------|------|---|

|                    |      |   |
|--------------------|------|---|
| SPECIFIC INDICATOR | 2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
|--------------------|------|---|

|                    |      |   |
|--------------------|------|---|
| SPECIFIC INDICATOR | 2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
|--------------------|------|---|

|                    |      |  |
|--------------------|------|--|
| SPECIFIC INDICATOR | 2.f. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
|--------------------|------|--|

**DOMAIN**

**Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

|                                 |  |   |
|---------------------------------|--|---|
| STATEMENT OF ENDURING KNOWLEDGE |  | <b>Production and Distribution of Writing</b> |
|---------------------------------|--|---|

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

|          |   |  |
|----------|---|--|
| GSE STEM | 5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. |
|----------|---|--|

**DOMAIN**

**Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

|                                 |  |                         |
|---------------------------------|--|-------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | <b>Range of Writing</b> |
|---------------------------------|--|-------------------------|

|          |    |  |
|----------|----|--|
| GSE STEM | 10 | Write routinely over extended time frames (time for 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. |
|----------|----|--|

**DOMAIN**

**Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

|                                 |  |  |
|---------------------------------|--|--|
| STATEMENT OF ENDURING KNOWLEDGE |  | <b>Comprehension and Collaboration</b> |
|---------------------------------|--|--|

|          |   |  |
|----------|---|--|
| GSE STEM | 1 | <b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.</b> |
|----------|---|--|

|                    |      |  |
|--------------------|------|--|
| SPECIFIC INDICATOR | 1.a. | Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) |
|--------------------|------|--|

|                    |      |  |
|--------------------|------|--|
| SPECIFIC INDICATOR | 1.b. | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. |
|--------------------|------|--|

|                    |      |  |
|--------------------|------|--|
| SPECIFIC INDICATOR | 1.c. | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. |
|--------------------|------|--|

|                    |      |  |
|--------------------|------|--|
| SPECIFIC INDICATOR | 1.d. | Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. |
|--------------------|------|--|

**DOMAIN**

**Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

|                                 |  |  |
|---------------------------------|--|--|
| STATEMENT OF ENDURING KNOWLEDGE |  | <b>Presentation of Knowledge and Ideas</b> |
|---------------------------------|--|--|

|          |   |   |
|----------|---|---|
| GSE STEM | 4 | Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate vocabulary, eye contact, volume, and pronunciation. |
|----------|---|---|

**DOMAIN**

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

| STATEMENT OF ENDURING KNOWLEDGE |  | Text Types and Purposes |
|---------------------------------|--|-------------------------|
|---------------------------------|--|-------------------------|

|          |   |  |
|----------|---|--|
| GSE STEM | 2 | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
|----------|---|--|

**DOMAIN** **College and Career Readiness Anchor Standards for Writing**

| STATEMENT OF ENDURING KNOWLEDGE |  | Production and Distribution of Writing |
|---------------------------------|--|--|
|---------------------------------|--|--|

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

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

**DOMAIN** **College and Career Readiness Anchor Standards for Writing**

| STATEMENT OF ENDURING KNOWLEDGE |  | Range of Writing |
|---------------------------------|--|------------------|
|---------------------------------|--|------------------|

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

**DOMAIN** **College and Career Readiness Anchor Standards for Speaking and Listening**

| STATEMENT OF ENDURING KNOWLEDGE |  | Comprehension and Collaboration |
|---------------------------------|--|---------------------------------|
|---------------------------------|--|---------------------------------|

|          |   |  |
|----------|---|--|
| GSE STEM | 1 | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. |
|----------|---|--|

**DOMAIN** **College and Career Readiness Anchor Standards for Language**

| STATEMENT OF ENDURING KNOWLEDGE |  | Vocabulary Acquisition and Use |
|---------------------------------|--|--------------------------------|
|---------------------------------|--|--------------------------------|

|          |   |  |
|----------|---|--|
| GSE STEM | 6 | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge. |
|----------|---|--|

**DOMAIN** **Grade 6 Writing Standards [W]**

| STATEMENT OF ENDURING KNOWLEDGE |  | Text Types and Purposes |
|---------------------------------|--|-------------------------|
|---------------------------------|--|-------------------------|

|          |   |  |
|----------|---|--|
| GSE STEM | 1 | Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence. |
|----------|---|--|

|                    |      |   |
|--------------------|------|---|
| SPECIFIC INDICATOR | 1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
|--------------------|------|---|

**DOMAIN** **Grade 6 Writing Standards [W]**

| STATEMENT OF ENDURING KNOWLEDGE |      | Text Types and Purposes   |
|---------------------------------|------|---|
| GSE STEM                        | 2    | Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.   |
| SPECIFIC INDICATOR              | 2.a. | Introduce a topic; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| SPECIFIC INDICATOR              | 2.b. | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.  |
| SPECIFIC INDICATOR              | 2.c. | Use appropriate transitions to clarify the relationships among ideas and concepts.  |
| SPECIFIC INDICATOR              | 2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic.   |
| SPECIFIC INDICATOR              | 2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).   |
| SPECIFIC INDICATOR              | 2.f. | Provide a concluding statement or section that follows from the information or explanation presented.   |

**DOMAIN**

**Grade 6 Writing Standards [W]**

| STATEMENT OF ENDURING KNOWLEDGE |      | Text Types and Purposes  |
|---------------------------------|------|--|
| GSE STEM                        | 3    | Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.  |
| SPECIFIC INDICATOR              | 3.b. | Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.  |
| SPECIFIC INDICATOR              | 3.d. | Use precise words and phrases, relevant descriptive details, figurative and sensory language, and techniques such as personification (e.g., “the fog crept in”) to convey experiences or events. |

**DOMAIN**

**Grade 6 Writing Standards [W]**

| STATEMENT OF ENDURING KNOWLEDGE |   | Production and Distribution of Writing   |
|---------------------------------|---|--|
| GSE STEM                        | 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.) |

**DOMAIN**

**Grade 6 Writing Standards [W]**

| STATEMENT OF ENDURING KNOWLEDGE |   | Production and Distribution of Writing  |
|---------------------------------|---|---|
| GSE STEM                        | 5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |

|                    |      |   |
|--------------------|------|---|
| SPECIFIC INDICATOR | 5.a. | Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 6). |
|--------------------|------|---|

|                    |      |   |
|--------------------|------|---|
| SPECIFIC INDICATOR | 5.b. | Demonstrate the ability to select accurate vocabulary (as described in Language Standards 4–6 up to and including grade 6). |
|--------------------|------|---|

**DOMAIN** **Grade 6 Writing Standards [W]**

|  |  |                         |
|--|--|-------------------------|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Range of Writing</b> |
|--|--|-------------------------|

|          |    |   |
|----------|----|---|
| GSE STEM | 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. |
|----------|----|---|

**DOMAIN** **Grade 6 Speaking and Listening Standards [SL]**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Comprehension and Collaboration</b> |
|--|--|--|

|                 |          |  |
|-----------------|----------|--|
| <b>GSE STEM</b> | <b>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> |
|-----------------|----------|--|

|                    |      |  |
|--------------------|------|--|
| SPECIFIC INDICATOR | 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. (See grade 6 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.) |
|--------------------|------|--|

|                    |      |  |
|--------------------|------|--|
| SPECIFIC INDICATOR | 1.b. | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. |
|--------------------|------|--|

|                    |      |  |
|--------------------|------|--|
| SPECIFIC INDICATOR | 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. |
|--------------------|------|--|

|                    |      |  |
|--------------------|------|--|
| SPECIFIC INDICATOR | 1.d. | Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. |
|--------------------|------|--|

**DOMAIN** **Grade 6 Language Standards [L]**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Conventions of Standard English</b> |
|--|--|--|

|                 |          |  |
|-----------------|----------|--|
| <b>GSE STEM</b> | <b>1</b> | <b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 6 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)</b> |
|-----------------|----------|--|

|                           |  |   |
|---------------------------|--|---|
| <b>SPECIFIC INDICATOR</b> |  | <b>Sentence Structure, Variety, and Meaning</b> |
|---------------------------|--|---|

|           |      |  |
|-----------|------|--|
| INDICATOR | 1.c. | Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. |
|-----------|------|--|

**DOMAIN** **Grade 6 Language Standards [L]**

|  |  |                              |
|--|--|------------------------------|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Knowledge of Language</b> |
|--|--|------------------------------|

|                 |          |   |
|-----------------|----------|---|
| <b>GSE STEM</b> | <b>3</b> | <b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b> |
|-----------------|----------|---|

SPECIFIC INDICATOR 3.a. Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.

**DOMAIN** **Grade 6 Language Standards [L]**

|  |  |                                       |
|--|--|---------------------------------------|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Vocabulary Acquisition and Use</b> |
|--|--|---------------------------------------|

GSE STEM 6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 6 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 6 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

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

**Rhode Island World-Class Standards**

**Language Arts**

**Grade 6 - Adopted: 2021**

**DOMAIN** **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

|  |          |  |
|--|----------|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |          | <b>Text Types and Purposes</b>                                 |
| <b>GSE STEM</b>                        | <b>1</b> | <b>Write arguments focused on discipline-specific content.</b> |

SPECIFIC INDICATOR 1.d. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

**DOMAIN** **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

|  |          |  |
|--|----------|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |          | <b>Text Types and Purposes</b>   |
| <b>GSE STEM</b>                        | <b>2</b> | <b>Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</b> |

SPECIFIC INDICATOR 2.a. Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

SPECIFIC INDICATOR 2.b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

SPECIFIC INDICATOR 2.c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas, concepts, or procedures.

SPECIFIC INDICATOR 2.d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

|                    |      |  |
|--------------------|------|--|
| SPECIFIC INDICATOR | 2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).            |
| SPECIFIC INDICATOR | 2.f. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |

**DOMAIN** **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

|  |   |  |
|--|---|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |   | <b>Production and Distribution of Writing</b>  |
| GSE STEM                               | 4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.   |
| GSE STEM                               | 5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. |

**DOMAIN** **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

|  |    |  |
|--|----|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |    | <b>Range of Writing</b>  |
| GSE STEM                               | 10 | Write routinely over extended time frames (time for 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. |

**DOMAIN** **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

|  |          |  |
|--|----------|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |          | <b>Comprehension and Collaboration</b>   |
| <b>GSE STEM</b>                        | <b>1</b> | <b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>   |
| SPECIFIC INDICATOR                     | 1.a.     | Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) |
| SPECIFIC INDICATOR                     | 1.b.     | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.   |
| SPECIFIC INDICATOR                     | 1.c.     | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.   |
| SPECIFIC INDICATOR                     | 1.d.     | Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.   |

**DOMAIN** **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

|  |   |   |
|--|---|---|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |   | <b>Presentation of Knowledge and Ideas</b>  |
| GSE STEM                               | 4 | Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate vocabulary, eye contact, volume, and pronunciation. |

**DOMAIN** **College and Career Readiness Anchor Standards for Reading**

| STATEMENT OF ENDURING KNOWLEDGE |   | Key Ideas and Details   |
|---------------------------------|---|---|
| GSE STEM                        | 1 | Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text. |
| GSE STEM                        | 2 | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.  |
| GSE STEM                        | 3 | Analyze how and why individuals, events, and ideas develop and interact over the course of a text.  |

**DOMAIN** **College and Career Readiness Anchor Standards for Reading**

| STATEMENT OF ENDURING KNOWLEDGE |   | Craft and Structure   |
|---------------------------------|---|---|
| GSE STEM                        | 4 | Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. |

**DOMAIN** **College and Career Readiness Anchor Standards for Writing**

| STATEMENT OF ENDURING KNOWLEDGE |   | Text Types and Purposes  |
|---------------------------------|---|--|
| GSE STEM                        | 2 | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |

**DOMAIN** **College and Career Readiness Anchor Standards for Writing**

| STATEMENT OF ENDURING KNOWLEDGE |   | Production and Distribution of Writing   |
|---------------------------------|---|--|
| GSE STEM                        | 4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| GSE STEM                        | 5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.                        |

**DOMAIN** **College and Career Readiness Anchor Standards for Writing**

| STATEMENT OF ENDURING KNOWLEDGE |    | Range of Writing  |
|---------------------------------|----|---|
| GSE STEM                        | 10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |

**DOMAIN** **College and Career Readiness Anchor Standards for Speaking and Listening**

| STATEMENT OF ENDURING KNOWLEDGE |  | Comprehension and Collaboration |
|---------------------------------|--|---------------------------------|
|---------------------------------|--|---------------------------------|

|          |   |  |
|----------|---|--|
| GSE STEM | 1 | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. |
| GSE STEM | 2 | Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.   |

**DOMAIN** **College and Career Readiness Anchor Standards for Language**

|  |  |                                       |
|--|--|---------------------------------------|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Vocabulary Acquisition and Use</b> |
|--|--|---------------------------------------|

|          |   |   |
|----------|---|---|
| GSE STEM | 4 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. |
|----------|---|---|

|          |   |  |
|----------|---|--|
| GSE STEM | 6 | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge. |
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**DOMAIN** **Grade 6 Reading Standards**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Grade 6 Reading Standards for Literature [RL]</b> |
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|                 |  |                              |
|-----------------|--|------------------------------|
| <b>GSE STEM</b> |  | <b>Key Ideas and Details</b> |
|-----------------|--|------------------------------|

|                    |   |  |
|--------------------|---|--|
| SPECIFIC INDICATOR | 1 | Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 6 Writing Standard 8 for more on quoting and paraphrasing.) |
|--------------------|---|--|

|                    |   |  |
|--------------------|---|--|
| SPECIFIC INDICATOR | 2 | Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of a text distinct from personal opinions or judgments. |
|--------------------|---|--|

|                    |   |  |
|--------------------|---|--|
| SPECIFIC INDICATOR | 3 | Describe how the plot of a particular story, poem, or drama unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. |
|--------------------|---|--|

**DOMAIN** **Grade 6 Reading Standards**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Grade 6 Reading Standards for Literature [RL]</b> |
|--|--|--|

|                 |  |                            |
|-----------------|--|----------------------------|
| <b>GSE STEM</b> |  | <b>Craft and Structure</b> |
|-----------------|--|----------------------------|

|                    |   |   |
|--------------------|---|---|
| SPECIFIC INDICATOR | 4 | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices, including those that create repeated sounds and rhythms in poetry, on meaning, tone (i.e., author's attitude toward subject or audience), or mood (i.e., emotional atmosphere). (See grade 6 Language Standards 4–6 on applying knowledge of vocabulary to reading.) |
|--------------------|---|---|

|                    |   |   |
|--------------------|---|---|
| SPECIFIC INDICATOR | 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. |
|--------------------|---|---|

**DOMAIN** **Grade 6 Reading Standards**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Grade 6 Reading Standards for Literature [RL]</b> |
|--|--|--|

| <b>GSE STEM</b> |  | <b>Range of Reading and Level of Text Complexity</b> |
|-----------------|--|--|
|-----------------|--|--|

|                    |    |  |
|--------------------|----|--|
| SPECIFIC INDICATOR | 10 | Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 6. |
|--------------------|----|--|

**DOMAIN** **Grade 6 Writing Standards [W]**

| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Text Types and Purposes</b> |
|--|--|--------------------------------|
|--|--|--------------------------------|

| <b>GSE STEM</b> | <b>1</b> | <b>Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.</b> |
|-----------------|----------|---|
|-----------------|----------|---|

|                    |      |   |
|--------------------|------|---|
| SPECIFIC INDICATOR | 1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
|--------------------|------|---|

**DOMAIN** **Grade 6 Writing Standards [W]**

| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Text Types and Purposes</b> |
|--|--|--------------------------------|
|--|--|--------------------------------|

| <b>GSE STEM</b> | <b>2</b> | <b>Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b> |
|-----------------|----------|--|
|-----------------|----------|--|

|                    |      |   |
|--------------------|------|---|
| SPECIFIC INDICATOR | 2.a. | Introduce a topic; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
|--------------------|------|---|

|                    |      |  |
|--------------------|------|--|
| SPECIFIC INDICATOR | 2.b. | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |
|--------------------|------|--|

|                    |      |  |
|--------------------|------|--|
| SPECIFIC INDICATOR | 2.c. | Use appropriate transitions to clarify the relationships among ideas and concepts. |
|--------------------|------|--|

|                    |      |   |
|--------------------|------|---|
| SPECIFIC INDICATOR | 2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
|--------------------|------|---|

|                    |      |   |
|--------------------|------|---|
| SPECIFIC INDICATOR | 2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
|--------------------|------|---|

|                    |      |   |
|--------------------|------|---|
| SPECIFIC INDICATOR | 2.f. | Provide a concluding statement or section that follows from the information or explanation presented. |
|--------------------|------|---|

**DOMAIN** **Grade 6 Writing Standards [W]**

| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Text Types and Purposes</b> |
|--|--|--------------------------------|
|--|--|--------------------------------|

| <b>GSE STEM</b> | <b>3</b> | <b>Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.</b> |
|-----------------|----------|--|
|-----------------|----------|--|

|                    |      |   |
|--------------------|------|---|
| SPECIFIC INDICATOR | 3.b. | Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. |
|--------------------|------|---|

|                    |      |  |
|--------------------|------|--|
| SPECIFIC INDICATOR | 3.d. | Use precise words and phrases, relevant descriptive details, figurative and sensory language, and techniques such as personification (e.g., “the fog crept in”) to convey experiences or events. |
|--------------------|------|--|

**DOMAIN** **Grade 6 Writing Standards [W]**

|                                 |  |   |
|---------------------------------|--|---|
| STATEMENT OF ENDURING KNOWLEDGE |  | <b>Production and Distribution of Writing</b> |
|---------------------------------|--|---|

|          |   |  |
|----------|---|--|
| GSE STEM | 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.) |
|----------|---|--|

**DOMAIN** **Grade 6 Writing Standards [W]**

|                                 |  |   |
|---------------------------------|--|---|
| STATEMENT OF ENDURING KNOWLEDGE |  | <b>Production and Distribution of Writing</b> |
|---------------------------------|--|---|

|          |   |  |
|----------|---|--|
| GSE STEM | 5 | <b>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</b> |
|----------|---|--|

|                    |      |   |
|--------------------|------|---|
| SPECIFIC INDICATOR | 5.a. | Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 6). |
|--------------------|------|---|

|                    |      |   |
|--------------------|------|---|
| SPECIFIC INDICATOR | 5.b. | Demonstrate the ability to select accurate vocabulary (as described in Language Standards 4–6 up to and including grade 6). |
|--------------------|------|---|

**DOMAIN** **Grade 6 Writing Standards [W]**

|                                 |  |                         |
|---------------------------------|--|-------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | <b>Range of Writing</b> |
|---------------------------------|--|-------------------------|

|          |    |   |
|----------|----|---|
| GSE STEM | 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. |
|----------|----|---|

**DOMAIN** **Grade 6 Speaking and Listening Standards [SL]**

|                                 |  |  |
|---------------------------------|--|--|
| STATEMENT OF ENDURING KNOWLEDGE |  | <b>Comprehension and Collaboration</b> |
|---------------------------------|--|--|

|          |   |  |
|----------|---|--|
| GSE STEM | 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> |
|----------|---|--|

|                    |      |  |
|--------------------|------|--|
| SPECIFIC INDICATOR | 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. (See grade 6 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.) |
|--------------------|------|--|

|                    |      |  |
|--------------------|------|--|
| SPECIFIC INDICATOR | 1.b. | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. |
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|                    |      |  |
|--------------------|------|--|
| SPECIFIC INDICATOR | 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. |
|--------------------|------|--|

|                                 |      |   |
|---------------------------------|------|---|
| SPECIFIC INDICATOR              | 1.d. | Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.  |
| <b>DOMAIN</b>                   |      | <b>Grade 6 Language Standards [L]</b>   |
| STATEMENT OF ENDURING KNOWLEDGE |      | Conventions of Standard English   |
| GSE STEM                        | 1    | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 6 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.) |
| SPECIFIC INDICATOR              |      | Sentence Structure, Variety, and Meaning  |

|               |      |  |
|---------------|------|--|
| INDICATOR     | 1.c. | Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. |
| <b>DOMAIN</b> |      | <b>Grade 6 Language Standards [L]</b>  |

|                                 |   |  |
|---------------------------------|---|--|
| STATEMENT OF ENDURING KNOWLEDGE |   | Knowledge of Language  |
| GSE STEM                        | 3 | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |

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|--------------------|------|---|
| SPECIFIC INDICATOR | 3.a. | Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest. |
| <b>DOMAIN</b>      |      | <b>Grade 6 Language Standards [L]</b>   |

|                                 |   |  |
|---------------------------------|---|--|
| STATEMENT OF ENDURING KNOWLEDGE |   | Vocabulary Acquisition and Use   |
| GSE STEM                        | 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. |

|                    |      |   |
|--------------------|------|---|
| SPECIFIC INDICATOR | 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. |
|--------------------|------|---|

|                    |      |   |
|--------------------|------|---|
| SPECIFIC INDICATOR | 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>DOMAIN</b>      |      | <b>Grade 6 Language Standards [L]</b>   |

|                                 |   |   |
|---------------------------------|---|---|
| STATEMENT OF ENDURING KNOWLEDGE |   | Vocabulary Acquisition and Use  |
| GSE STEM                        | 6 | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 6 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 6 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.) |

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



**DOMAIN** **Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

|  |  |   |
|--|--|---|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]</b> |
| <b>GSE STEM</b>                        |  | <b>Range of Reading and Level of Text Complexity</b>  |

|                    |    |  |
|--------------------|----|--|
| SPECIFIC INDICATOR | 10 | Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course. |
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**DOMAIN** **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

|  |          |  |
|--|----------|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |          | <b>Text Types and Purposes</b>                                 |
| <b>GSE STEM</b>                        | <b>1</b> | <b>Write arguments focused on discipline-specific content.</b> |

|                    |      |   |
|--------------------|------|---|
| SPECIFIC INDICATOR | 1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
|--------------------|------|---|

**DOMAIN** **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

|  |          |  |
|--|----------|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |          | <b>Text Types and Purposes</b>   |
| <b>GSE STEM</b>                        | <b>2</b> | <b>Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</b> |

|                    |      |   |
|--------------------|------|---|
| SPECIFIC INDICATOR | 2.a. | Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
|--------------------|------|---|

|                    |      |   |
|--------------------|------|---|
| SPECIFIC INDICATOR | 2.b. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. |
|--------------------|------|---|

|                    |      |   |
|--------------------|------|---|
| SPECIFIC INDICATOR | 2.c. | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas, concepts, or procedures. |
|--------------------|------|---|

|                    |      |   |
|--------------------|------|---|
| SPECIFIC INDICATOR | 2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
|--------------------|------|---|

|                    |      |   |
|--------------------|------|---|
| SPECIFIC INDICATOR | 2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
|--------------------|------|---|

|                    |      |  |
|--------------------|------|--|
| SPECIFIC INDICATOR | 2.f. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
|--------------------|------|--|

**DOMAIN** **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

|  |  |   |
|--|--|---|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Production and Distribution of Writing</b> |
|--|--|---|

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

|          |   |  |
|----------|---|--|
| GSE STEM | 5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. |
|----------|---|--|

**DOMAIN**

**Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Research to Build and Present Knowledge</b> |
|--|--|--|

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|----------|---|---|
| GSE STEM | 8 | When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
|----------|---|---|

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| GSE STEM | 9 | Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) |
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**DOMAIN**

**Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

|  |  |                         |
|--|--|-------------------------|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Range of Writing</b> |
|--|--|-------------------------|

|          |    |  |
|----------|----|--|
| GSE STEM | 10 | Write routinely over extended time frames (time for 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. |
|----------|----|--|

**DOMAIN**

**Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Comprehension and Collaboration</b> |
|--|--|--|

|                 |          |  |
|-----------------|----------|--|
| <b>GSE STEM</b> | <b>1</b> | <b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.</b> |
|-----------------|----------|--|

|                    |      |  |
|--------------------|------|--|
| SPECIFIC INDICATOR | 1.a. | Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) |
|--------------------|------|--|

|                    |      |  |
|--------------------|------|--|
| SPECIFIC INDICATOR | 1.b. | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. |
|--------------------|------|--|

|                    |      |  |
|--------------------|------|--|
| SPECIFIC INDICATOR | 1.c. | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. |
|--------------------|------|--|

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| SPECIFIC INDICATOR | 1.d. | Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. |
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**DOMAIN**

**Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Presentation of Knowledge and Ideas</b> |
|--|--|--|

|          |   |   |
|----------|---|---|
| GSE STEM | 4 | Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate vocabulary, eye contact, volume, and pronunciation. |
|----------|---|---|

**DOMAIN** **College and Career Readiness Anchor Standards for Reading**

| STATEMENT OF ENDURING KNOWLEDGE |   | Key Ideas and Details   |
|---------------------------------|---|---|
| GSE STEM                        | 1 | Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text. |
| GSE STEM                        | 2 | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.  |

**DOMAIN** **College and Career Readiness Anchor Standards for Reading**

| STATEMENT OF ENDURING KNOWLEDGE |   | Craft and Structure   |
|---------------------------------|---|---|
| GSE STEM                        | 4 | Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. |

**DOMAIN** **College and Career Readiness Anchor Standards for Writing**

| STATEMENT OF ENDURING KNOWLEDGE |   | Text Types and Purposes  |
|---------------------------------|---|--|
| GSE STEM                        | 2 | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |

**DOMAIN** **College and Career Readiness Anchor Standards for Writing**

| STATEMENT OF ENDURING KNOWLEDGE |   | Production and Distribution of Writing   |
|---------------------------------|---|--|
| GSE STEM                        | 4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| GSE STEM                        | 5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.                        |

**DOMAIN** **College and Career Readiness Anchor Standards for Writing**

| STATEMENT OF ENDURING KNOWLEDGE |    | Range of Writing  |
|---------------------------------|----|---|
| GSE STEM                        | 10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |

**DOMAIN** **College and Career Readiness Anchor Standards for Speaking and Listening**

| STATEMENT OF ENDURING KNOWLEDGE |   | Comprehension and Collaboration  |
|---------------------------------|---|--|
| GSE STEM                        | 1 | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. |

|          |   |  |
|----------|---|--|
| GSE STEM | 2 | Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. |
|----------|---|--|

**DOMAIN** **College and Career Readiness Anchor Standards for Language**

|  |  |                                       |
|--|--|---------------------------------------|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Vocabulary Acquisition and Use</b> |
|--|--|---------------------------------------|

|          |   |   |
|----------|---|---|
| GSE STEM | 4 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. |
|----------|---|---|

|          |   |  |
|----------|---|--|
| GSE STEM | 6 | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge. |
|----------|---|--|

**DOMAIN** **Grade 6 Reading Standards**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Grade 6 Reading Standards for Literature [RL]</b> |
|--|--|--|

|                 |  |                              |
|-----------------|--|------------------------------|
| <b>GSE STEM</b> |  | <b>Key Ideas and Details</b> |
|-----------------|--|------------------------------|

|                    |   |  |
|--------------------|---|--|
| SPECIFIC INDICATOR | 2 | Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of a text distinct from personal opinions or judgments. |
|--------------------|---|--|

**DOMAIN** **Grade 6 Reading Standards**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Grade 6 Reading Standards for Literature [RL]</b> |
|--|--|--|

|                 |  |                            |
|-----------------|--|----------------------------|
| <b>GSE STEM</b> |  | <b>Craft and Structure</b> |
|-----------------|--|----------------------------|

|                    |   |   |
|--------------------|---|---|
| SPECIFIC INDICATOR | 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. |
|--------------------|---|---|

**DOMAIN** **Grade 6 Reading Standards**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Grade 6 Reading Standards for Informational Text [RI]</b> |
|--|--|--|

|                 |  |                              |
|-----------------|--|------------------------------|
| <b>GSE STEM</b> |  | <b>Key Ideas and Details</b> |
|-----------------|--|------------------------------|

|                    |   |  |
|--------------------|---|--|
| SPECIFIC INDICATOR | 1 | Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 6 Writing Standard 8 for more on quoting and paraphrasing.) |
|--------------------|---|--|

|                    |   |  |
|--------------------|---|--|
| SPECIFIC INDICATOR | 2 | Determine a text's central idea(s) and how particular details help convey the idea(s); provide a summary of a text distinct from personal opinions or judgments. |
|--------------------|---|--|

|                    |   |  |
|--------------------|---|--|
| SPECIFIC INDICATOR | 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). |
|--------------------|---|--|

**DOMAIN** **Grade 6 Reading Standards**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Grade 6 Reading Standards for Informational Text [RI]</b> |
| <b>GSE STEM</b>                        |  | <b>Craft and Structure</b>                                   |

|                    |   |  |
|--------------------|---|--|
| SPECIFIC INDICATOR | 4 | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; explain how word choice affects meaning and tone. (See grade 6 Language Standards 4–6 on applying knowledge of vocabulary to reading.) |
|--------------------|---|--|

**DOMAIN** **Grade 6 Reading Standards**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Grade 6 Reading Standards for Informational Text [RI]</b> |
| <b>GSE STEM</b>                        |  | <b>Range of Reading and Level of Text Complexity</b>         |

|                    |    |   |
|--------------------|----|---|
| SPECIFIC INDICATOR | 10 | Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 6. |
|--------------------|----|---|

**DOMAIN** **Grade 6 Writing Standards [W]**

|  |          |   |
|--|----------|---|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |          | <b>Text Types and Purposes</b>  |
| <b>GSE STEM</b>                        | <b>1</b> | <b>Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.</b> |

|                    |      |   |
|--------------------|------|---|
| SPECIFIC INDICATOR | 1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
|--------------------|------|---|

**DOMAIN** **Grade 6 Writing Standards [W]**

|  |          |  |
|--|----------|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |          | <b>Text Types and Purposes</b>   |
| <b>GSE STEM</b>                        | <b>2</b> | <b>Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b> |

|                    |      |   |
|--------------------|------|---|
| SPECIFIC INDICATOR | 2.a. | Introduce a topic; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
|--------------------|------|---|

|                    |      |  |
|--------------------|------|--|
| SPECIFIC INDICATOR | 2.b. | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |
|--------------------|------|--|

|                    |      |  |
|--------------------|------|--|
| SPECIFIC INDICATOR | 2.c. | Use appropriate transitions to clarify the relationships among ideas and concepts. |
|--------------------|------|--|

|                    |      |   |
|--------------------|------|---|
| SPECIFIC INDICATOR | 2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
|--------------------|------|---|

|                    |      |   |
|--------------------|------|---|
| SPECIFIC INDICATOR | 2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
|--------------------|------|---|

|                    |      |   |
|--------------------|------|---|
| SPECIFIC INDICATOR | 2.f. | Provide a concluding statement or section that follows from the information or explanation presented. |
|--------------------|------|---|

**DOMAIN**                      **Grade 6 Writing Standards [W]**

|  |          |  |
|--|----------|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |          | <b>Text Types and Purposes</b>   |
| <b>GSE STEM</b>                        | <b>3</b> | <b>Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.</b>                                       |
| SPECIFIC INDICATOR                     | 3.b.     | Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.  |
| SPECIFIC INDICATOR                     | 3.d.     | Use precise words and phrases, relevant descriptive details, figurative and sensory language, and techniques such as personification (e.g., “the fog crept in”) to convey experiences or events. |

**DOMAIN**                      **Grade 6 Writing Standards [W]**

|  |          |   |
|--|----------|---|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |          | <b>Production and Distribution of Writing</b>   |
| <b>GSE STEM</b>                        | <b>4</b> | <b>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)</b> |

**DOMAIN**                      **Grade 6 Writing Standards [W]**

|  |          |   |
|--|----------|---|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |          | <b>Production and Distribution of Writing</b>   |
| <b>GSE STEM</b>                        | <b>5</b> | <b>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</b>        |
| SPECIFIC INDICATOR                     | 5.a.     | Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 6).   |
| SPECIFIC INDICATOR                     | 5.b.     | Demonstrate the ability to select accurate vocabulary (as described in Language Standards 4–6 up to and including grade 6). |

**DOMAIN**                      **Grade 6 Writing Standards [W]**

|  |           |  |
|--|-----------|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |           | <b>Range of Writing</b>  |
| <b>GSE STEM</b>                        | <b>10</b> | <b>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</b> |

**DOMAIN**                      **Grade 6 Speaking and Listening Standards [SL]**

|  |          |  |
|--|----------|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |          | <b>Comprehension and Collaboration</b>   |
| <b>GSE STEM</b>                        | <b>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> |

|                    |      |  |
|--------------------|------|--|
| SPECIFIC INDICATOR | 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. (See grade 6 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.) |
| SPECIFIC INDICATOR | 1.b. | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.   |
| SPECIFIC INDICATOR | 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.   |
| SPECIFIC INDICATOR | 1.d. | Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.   |

**DOMAIN**

**Grade 6 Language Standards [L]**

|                                 |   |   |
|---------------------------------|---|---|
| STATEMENT OF ENDURING KNOWLEDGE |   | Conventions of Standard English   |
| GSE STEM                        | 1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 6 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.) |
| SPECIFIC INDICATOR              |   | Sentence Structure, Variety, and Meaning  |

|           |      |  |
|-----------|------|--|
| INDICATOR | 1.c. | Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. |
|-----------|------|--|

**DOMAIN**

**Grade 6 Language Standards [L]**

|                                 |   |  |
|---------------------------------|---|--|
| STATEMENT OF ENDURING KNOWLEDGE |   | Knowledge of Language  |
| GSE STEM                        | 3 | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |

|                    |      |   |
|--------------------|------|---|
| SPECIFIC INDICATOR | 3.a. | Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest. |
|--------------------|------|---|

**DOMAIN**

**Grade 6 Language Standards [L]**

|                                 |   |  |
|---------------------------------|---|--|
| STATEMENT OF ENDURING KNOWLEDGE |   | Vocabulary Acquisition and Use   |
| GSE STEM                        | 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. |

|                    |      |   |
|--------------------|------|---|
| SPECIFIC INDICATOR | 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. |
|--------------------|------|---|

|                    |      |   |
|--------------------|------|---|
| SPECIFIC INDICATOR | 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). |
|--------------------|------|---|

**DOMAIN**

**Grade 6 Language Standards [L]**



|                    |      |   |
|--------------------|------|---|
| SPECIFIC INDICATOR | 2.a. | Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| SPECIFIC INDICATOR | 2.b. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.   |
| SPECIFIC INDICATOR | 2.c. | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas, concepts, or procedures.   |
| SPECIFIC INDICATOR | 2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic.   |
| SPECIFIC INDICATOR | 2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).   |
| SPECIFIC INDICATOR | 2.f. | Provide a concluding statement or section that follows from and supports the information or explanation presented.  |

**DOMAIN**

**Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

|                                 |   |  |
|---------------------------------|---|--|
| STATEMENT OF ENDURING KNOWLEDGE |   | <b>Production and Distribution of Writing</b>  |
| GSE STEM                        | 4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.   |
| GSE STEM                        | 5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. |

**DOMAIN**

**Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

|                                 |   |   |
|---------------------------------|---|---|
| STATEMENT OF ENDURING KNOWLEDGE |   | <b>Research to Build and Present Knowledge</b>  |
| GSE STEM                        | 8 | When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |

**DOMAIN**

**Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

|                                 |    |  |
|---------------------------------|----|--|
| STATEMENT OF ENDURING KNOWLEDGE |    | <b>Range of Writing</b>  |
| GSE STEM                        | 10 | Write routinely over extended time frames (time for 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. |

**DOMAIN**

**Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

|                                 |  |  |
|---------------------------------|--|--|
| STATEMENT OF ENDURING KNOWLEDGE |  | <b>Comprehension and Collaboration</b> |
|---------------------------------|--|--|

|                    |          |  |
|--------------------|----------|--|
| <b>GSE STEM</b>    | <b>1</b> | <b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>   |
| SPECIFIC INDICATOR | 1.a.     | Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) |
| SPECIFIC INDICATOR | 1.b.     | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.   |
| SPECIFIC INDICATOR | 1.c.     | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.   |
| SPECIFIC INDICATOR | 1.d.     | Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.   |

**DOMAIN**

**Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

|  |   |   |
|--|---|---|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |   | <b>Presentation of Knowledge and Ideas</b>  |
| GSE STEM                               | 4 | Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate vocabulary, eye contact, volume, and pronunciation. |

**DOMAIN**

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

|  |   |   |
|--|---|---|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |   | <b>Key Ideas and Details</b>  |
| GSE STEM                               | 1 | Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text. |
| GSE STEM                               | 2 | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.  |
| GSE STEM                               | 3 | Analyze how and why individuals, events, and ideas develop and interact over the course of a text.  |

**DOMAIN**

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

|  |   |   |
|--|---|---|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |   | <b>Craft and Structure</b>  |
| GSE STEM                               | 4 | Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. |

**DOMAIN**

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

|  |  |                                |
|--|--|--------------------------------|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Text Types and Purposes</b> |
|--|--|--------------------------------|

|          |   |  |
|----------|---|--|
| GSE STEM | 2 | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
|----------|---|--|

**DOMAIN**

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

|  |  |   |
|--|--|---|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Production and Distribution of Writing</b> |
|--|--|---|

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

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

**DOMAIN**

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

|  |  |                         |
|--|--|-------------------------|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Range of Writing</b> |
|--|--|-------------------------|

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

**DOMAIN**

**College and Career Readiness Anchor Standards for Speaking and Listening**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Comprehension and Collaboration</b> |
|--|--|--|

|          |   |  |
|----------|---|--|
| GSE STEM | 1 | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. |
|----------|---|--|

|          |   |  |
|----------|---|--|
| GSE STEM | 2 | Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. |
|----------|---|--|

**DOMAIN**

**College and Career Readiness Anchor Standards for Language**

|  |  |                                       |
|--|--|---------------------------------------|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Vocabulary Acquisition and Use</b> |
|--|--|---------------------------------------|

|          |   |   |
|----------|---|---|
| GSE STEM | 4 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. |
|----------|---|---|

|          |   |  |
|----------|---|--|
| GSE STEM | 6 | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge. |
|----------|---|--|

**DOMAIN**

**Grade 6 Reading Standards**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Grade 6 Reading Standards for Literature [RL]</b> |
|--|--|--|

|                 |  |                              |
|-----------------|--|------------------------------|
| <b>GSE STEM</b> |  | <b>Key Ideas and Details</b> |
|-----------------|--|------------------------------|

|                    |   |  |
|--------------------|---|--|
| SPECIFIC INDICATOR | 1 | Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 6 Writing Standard 8 for more on quoting and paraphrasing.) |
| SPECIFIC INDICATOR | 2 | Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of a text distinct from personal opinions or judgments.   |
| SPECIFIC INDICATOR | 3 | Describe how the plot of a particular story, poem, or drama unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.   |

**DOMAIN** **Grade 6 Reading Standards**

|                                 |  |   |
|---------------------------------|--|---|
| STATEMENT OF ENDURING KNOWLEDGE |  | Grade 6 Reading Standards for Literature [RL] |
| GSE STEM                        |  | Craft and Structure                           |

|                    |   |   |
|--------------------|---|---|
| SPECIFIC INDICATOR | 4 | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices, including those that create repeated sounds and rhythms in poetry, on meaning, tone (i.e., author's attitude toward subject or audience), or mood (i.e., emotional atmosphere). (See grade 6 Language Standards 4–6 on applying knowledge of vocabulary to reading.) |
| SPECIFIC INDICATOR | 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.   |

**DOMAIN** **Grade 6 Reading Standards**

|                                 |  |   |
|---------------------------------|--|---|
| STATEMENT OF ENDURING KNOWLEDGE |  | Grade 6 Reading Standards for Literature [RL] |
| GSE STEM                        |  | Range of Reading and Level of Text Complexity |

|                    |    |  |
|--------------------|----|--|
| SPECIFIC INDICATOR | 10 | Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 6. |
|--------------------|----|--|

**DOMAIN** **Grade 6 Reading Standards**

|                                 |  |   |
|---------------------------------|--|---|
| STATEMENT OF ENDURING KNOWLEDGE |  | Grade 6 Reading Standards for Informational Text [RI] |
| GSE STEM                        |  | Key Ideas and Details                                 |

|                    |   |  |
|--------------------|---|--|
| SPECIFIC INDICATOR | 1 | Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 6 Writing Standard 8 for more on quoting and paraphrasing.) |
|--------------------|---|--|

**DOMAIN** **Grade 6 Writing Standards [W]**

|                                 |   |  |
|---------------------------------|---|--|
| STATEMENT OF ENDURING KNOWLEDGE |   | Text Types and Purposes  |
| GSE STEM                        | 1 | Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence. |

|                    |      |   |
|--------------------|------|---|
| SPECIFIC INDICATOR | 1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
|--------------------|------|---|

**DOMAIN**                      **Grade 6 Writing Standards [W]**

|  |          |   |
|--|----------|---|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |          | <b>Text Types and Purposes</b>  |
| <b>GSE STEM</b>                        | <b>2</b> | <b>Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>  |
| SPECIFIC INDICATOR                     | 2.a.     | Introduce a topic; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| SPECIFIC INDICATOR                     | 2.b.     | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.  |
| SPECIFIC INDICATOR                     | 2.c.     | Use appropriate transitions to clarify the relationships among ideas and concepts.  |
| SPECIFIC INDICATOR                     | 2.d.     | Use precise language and domain-specific vocabulary to inform about or explain the topic.   |
| SPECIFIC INDICATOR                     | 2.e.     | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).   |
| SPECIFIC INDICATOR                     | 2.f.     | Provide a concluding statement or section that follows from the information or explanation presented.   |

**DOMAIN**                      **Grade 6 Writing Standards [W]**

|  |          |  |
|--|----------|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |          | <b>Text Types and Purposes</b>   |
| <b>GSE STEM</b>                        | <b>3</b> | <b>Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.</b>                                       |
| SPECIFIC INDICATOR                     | 3.b.     | Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.  |
| SPECIFIC INDICATOR                     | 3.d.     | Use precise words and phrases, relevant descriptive details, figurative and sensory language, and techniques such as personification (e.g., “the fog crept in”) to convey experiences or events. |

**DOMAIN**                      **Grade 6 Writing Standards [W]**

|  |   |  |
|--|---|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |   | <b>Production and Distribution of Writing</b>  |
| GSE STEM                               | 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.) |

**DOMAIN**                      **Grade 6 Writing Standards [W]**

|  |  |   |
|--|--|---|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Production and Distribution of Writing</b> |
|--|--|---|

|                    |          |   |
|--------------------|----------|---|
| <b>GSE STEM</b>    | <b>5</b> | <b>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</b>      |
| SPECIFIC INDICATOR | 5.a.     | Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 6). |

|                    |      |   |
|--------------------|------|---|
| SPECIFIC INDICATOR | 5.b. | Demonstrate the ability to select accurate vocabulary (as described in Language Standards 4–6 up to and including grade 6). |
|--------------------|------|---|

**DOMAIN** **Grade 6 Writing Standards [W]**

|  |  |                         |
|--|--|-------------------------|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Range of Writing</b> |
|--|--|-------------------------|

|          |    |   |
|----------|----|---|
| GSE STEM | 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. |
|----------|----|---|

**DOMAIN** **Grade 6 Speaking and Listening Standards [SL]**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Comprehension and Collaboration</b> |
|--|--|--|

|                 |          |  |
|-----------------|----------|--|
| <b>GSE STEM</b> | <b>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> |
|-----------------|----------|--|

|                    |      |  |
|--------------------|------|--|
| SPECIFIC INDICATOR | 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. (See grade 6 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.) |
|--------------------|------|--|

|                    |      |  |
|--------------------|------|--|
| SPECIFIC INDICATOR | 1.b. | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. |
|--------------------|------|--|

|                    |      |  |
|--------------------|------|--|
| SPECIFIC INDICATOR | 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. |
|--------------------|------|--|

|                    |      |  |
|--------------------|------|--|
| SPECIFIC INDICATOR | 1.d. | Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. |
|--------------------|------|--|

**DOMAIN** **Grade 6 Language Standards [L]**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Conventions of Standard English</b> |
|--|--|--|

|                 |          |  |
|-----------------|----------|--|
| <b>GSE STEM</b> | <b>1</b> | <b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 6 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)</b> |
|-----------------|----------|--|

|                           |  |   |
|---------------------------|--|---|
| <b>SPECIFIC INDICATOR</b> |  | <b>Sentence Structure, Variety, and Meaning</b> |
|---------------------------|--|---|

|           |      |  |
|-----------|------|--|
| INDICATOR | 1.c. | Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. |
|-----------|------|--|

**DOMAIN** **Grade 6 Language Standards [L]**

|                                 |   |  |
|---------------------------------|---|--|
| STATEMENT OF ENDURING KNOWLEDGE |   | Knowledge of Language  |
| GSE STEM                        | 3 | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |

SPECIFIC INDICATOR 3.a. Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.

**DOMAIN** Grade 6 Language Standards [L]

|                                 |   |  |
|---------------------------------|---|--|
| STATEMENT OF ENDURING KNOWLEDGE |   | Vocabulary Acquisition and Use   |
| GSE STEM                        | 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. |

SPECIFIC INDICATOR 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.

SPECIFIC INDICATOR 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).

**DOMAIN** Grade 6 Language Standards [L]

|                                 |   |   |
|---------------------------------|---|---|
| STATEMENT OF ENDURING KNOWLEDGE |   | Vocabulary Acquisition and Use  |
| GSE STEM                        | 6 | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 6 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 6 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.) |

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

**Rhode Island World-Class Standards**

**Language Arts**

Grade 6 - Adopted: 2021

**DOMAIN** Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

|                                 |  |  |
|---------------------------------|--|--|
| STATEMENT OF ENDURING KNOWLEDGE |  | Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H] |
| GSE STEM                        |  | Key Ideas and Details  |

SPECIFIC INDICATOR 1 Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.)

**DOMAIN** Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

|                                 |  |  |
|---------------------------------|--|--|
| STATEMENT OF ENDURING KNOWLEDGE |  | Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H] |
| GSE STEM                        |  | Craft and Structure  |

|                                 |      |   |
|---------------------------------|------|---|
| SPECIFIC INDICATOR              | 4    | Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.   |
| <b>DOMAIN</b>                   |      | <b>Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards</b>   |
| STATEMENT OF ENDURING KNOWLEDGE |      | Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]  |
| GSE STEM                        |      | Range of Reading and Level of Text Complexity   |
| SPECIFIC INDICATOR              | 10   | Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.   |
| <b>DOMAIN</b>                   |      | <b>Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards</b>   |
| STATEMENT OF ENDURING KNOWLEDGE |      | Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]  |
| GSE STEM                        |      | Key Ideas and Details   |
| SPECIFIC INDICATOR              | 1    | Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.)  |
| SPECIFIC INDICATOR              | 2    | Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.  |
| <b>DOMAIN</b>                   |      | <b>Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards</b>   |
| STATEMENT OF ENDURING KNOWLEDGE |      | Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]  |
| GSE STEM                        |      | Craft and Structure   |
| SPECIFIC INDICATOR              | 4    | Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics. |
| <b>DOMAIN</b>                   |      | <b>Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards</b>   |
| STATEMENT OF ENDURING KNOWLEDGE |      | Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]  |
| GSE STEM                        |      | Range of Reading and Level of Text Complexity   |
| SPECIFIC INDICATOR              | 10   | Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.  |
| <b>DOMAIN</b>                   |      | <b>Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]</b>   |
| STATEMENT OF ENDURING KNOWLEDGE |      | Text Types and Purposes   |
| GSE STEM                        | 1    | Write arguments focused on discipline-specific content.   |
| SPECIFIC INDICATOR              | 1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).   |

**DOMAIN****Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

| STATEMENT OF ENDURING KNOWLEDGE |      | Text Types and Purposes   |
|---------------------------------|------|---|
| GSE STEM                        | 2    | Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.   |
| SPECIFIC INDICATOR              | 2.a. | Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| SPECIFIC INDICATOR              | 2.b. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.   |
| SPECIFIC INDICATOR              | 2.c. | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas, concepts, or procedures.   |
| SPECIFIC INDICATOR              | 2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic.   |
| SPECIFIC INDICATOR              | 2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).   |
| SPECIFIC INDICATOR              | 2.f. | Provide a concluding statement or section that follows from and supports the information or explanation presented.  |

**DOMAIN****Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

| STATEMENT OF ENDURING KNOWLEDGE |   | Production and Distribution of Writing   |
|---------------------------------|---|--|
| GSE STEM                        | 4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.   |
| GSE STEM                        | 5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. |

**DOMAIN****Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

| STATEMENT OF ENDURING KNOWLEDGE |   | Research to Build and Present Knowledge   |
|---------------------------------|---|---|
| GSE STEM                        | 8 | When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
| GSE STEM                        | 9 | Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)  |

**DOMAIN****Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

| STATEMENT OF ENDURING KNOWLEDGE |  | Range of Writing |
|---------------------------------|--|------------------|
|---------------------------------|--|------------------|

|          |    |  |
|----------|----|--|
| GSE STEM | 10 | Write routinely over extended time frames (time for 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. |
|----------|----|--|

**DOMAIN** **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

| STATEMENT OF ENDURING KNOWLEDGE |   | Comprehension and Collaboration   |
|---------------------------------|---|---|
| GSE STEM                        | 1 | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly. |

|                    |      |  |
|--------------------|------|--|
| SPECIFIC INDICATOR | 1.a. | Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) |
|--------------------|------|--|

|                    |      |  |
|--------------------|------|--|
| SPECIFIC INDICATOR | 1.b. | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. |
|--------------------|------|--|

|                    |      |  |
|--------------------|------|--|
| SPECIFIC INDICATOR | 1.c. | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. |
|--------------------|------|--|

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|--------------------|------|--|
| SPECIFIC INDICATOR | 1.d. | Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. |
|--------------------|------|--|

**DOMAIN** **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

| STATEMENT OF ENDURING KNOWLEDGE |  | Presentation of Knowledge and Ideas |
|---------------------------------|--|-------------------------------------|
|---------------------------------|--|-------------------------------------|

|          |   |   |
|----------|---|---|
| GSE STEM | 4 | Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate vocabulary, eye contact, volume, and pronunciation. |
|----------|---|---|

**DOMAIN** **College and Career Readiness Anchor Standards for Reading**

| STATEMENT OF ENDURING KNOWLEDGE |  | Key Ideas and Details |
|---------------------------------|--|-----------------------|
|---------------------------------|--|-----------------------|

|          |   |   |
|----------|---|---|
| GSE STEM | 1 | Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text. |
|----------|---|---|

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

**DOMAIN** **College and Career Readiness Anchor Standards for Reading**

| STATEMENT OF ENDURING KNOWLEDGE |  | Craft and Structure |
|---------------------------------|--|---------------------|
|---------------------------------|--|---------------------|

|          |   |   |
|----------|---|---|
| GSE STEM | 4 | Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. |
|----------|---|---|

**DOMAIN** **College and Career Readiness Anchor Standards for Writing**

| STATEMENT OF ENDURING KNOWLEDGE |  | Text Types and Purposes |
|---------------------------------|--|-------------------------|
|---------------------------------|--|-------------------------|

|          |   |  |
|----------|---|--|
| GSE STEM | 2 | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
|----------|---|--|

**DOMAIN** **College and Career Readiness Anchor Standards for Writing**

| STATEMENT OF ENDURING KNOWLEDGE |  | Production and Distribution of Writing |
|---------------------------------|--|--|
|---------------------------------|--|--|

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

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

**DOMAIN** **College and Career Readiness Anchor Standards for Writing**

| STATEMENT OF ENDURING KNOWLEDGE |  | Range of Writing |
|---------------------------------|--|------------------|
|---------------------------------|--|------------------|

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

**DOMAIN** **College and Career Readiness Anchor Standards for Speaking and Listening**

| STATEMENT OF ENDURING KNOWLEDGE |  | Comprehension and Collaboration |
|---------------------------------|--|---------------------------------|
|---------------------------------|--|---------------------------------|

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|----------|---|--|
| GSE STEM | 1 | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. |
|----------|---|--|

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|----------|---|--|
| GSE STEM | 2 | Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. |
|----------|---|--|

**DOMAIN** **College and Career Readiness Anchor Standards for Language**

| STATEMENT OF ENDURING KNOWLEDGE |  | Vocabulary Acquisition and Use |
|---------------------------------|--|--------------------------------|
|---------------------------------|--|--------------------------------|

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|----------|---|---|
| GSE STEM | 4 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. |
|----------|---|---|

|          |   |  |
|----------|---|--|
| GSE STEM | 6 | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge. |
|----------|---|--|

**DOMAIN** **Grade 6 Reading Standards**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Grade 6 Reading Standards for Literature [RL]</b> |
| <b>GSE STEM</b>                        |  | <b>Key Ideas and Details</b>                         |

SPECIFIC INDICATOR 2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of a text distinct from personal opinions or judgments.

**DOMAIN** **Grade 6 Reading Standards**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Grade 6 Reading Standards for Literature [RL]</b> |
| <b>GSE STEM</b>                        |  | <b>Craft and Structure</b>                           |

SPECIFIC INDICATOR 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.

**DOMAIN** **Grade 6 Reading Standards**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Grade 6 Reading Standards for Informational Text [RI]</b> |
| <b>GSE STEM</b>                        |  | <b>Key Ideas and Details</b>                                 |

SPECIFIC INDICATOR 1 Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 6 Writing Standard 8 for more on quoting and paraphrasing.)

SPECIFIC INDICATOR 2 Determine a text's central idea(s) and how particular details help convey the idea(s); provide a summary of a text distinct from personal opinions or judgments.

SPECIFIC INDICATOR 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).

**DOMAIN** **Grade 6 Reading Standards**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Grade 6 Reading Standards for Informational Text [RI]</b> |
| <b>GSE STEM</b>                        |  | <b>Craft and Structure</b>                                   |

SPECIFIC INDICATOR 4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; explain how word choice affects meaning and tone. (See grade 6 Language Standards 4–6 on applying knowledge of vocabulary to reading.)

**DOMAIN** **Grade 6 Reading Standards**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Grade 6 Reading Standards for Informational Text [RI]</b> |
| <b>GSE STEM</b>                        |  | <b>Range of Reading and Level of Text Complexity</b>         |

SPECIFIC INDICATOR 10 Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 6.

**DOMAIN** **Grade 6 Writing Standards [W]**



|          |   |  |
|----------|---|--|
| GSE STEM | 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.) |
|----------|---|--|

**DOMAIN** **Grade 6 Writing Standards [W]**

|  |          |  |
|--|----------|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |          | <b>Production and Distribution of Writing</b>  |
| <b>GSE STEM</b>                        | <b>5</b> | <b>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</b> |

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|--------------------|------|---|
| SPECIFIC INDICATOR | 5.a. | Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 6). |
|--------------------|------|---|

|                    |      |   |
|--------------------|------|---|
| SPECIFIC INDICATOR | 5.b. | Demonstrate the ability to select accurate vocabulary (as described in Language Standards 4–6 up to and including grade 6). |
|--------------------|------|---|

**DOMAIN** **Grade 6 Writing Standards [W]**

|  |  |                         |
|--|--|-------------------------|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Range of Writing</b> |
|--|--|-------------------------|

|          |    |   |
|----------|----|---|
| GSE STEM | 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. |
|----------|----|---|

**DOMAIN** **Grade 6 Speaking and Listening Standards [SL]**

|  |          |  |
|--|----------|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |          | <b>Comprehension and Collaboration</b>   |
| <b>GSE STEM</b>                        | <b>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> |

|                    |      |  |
|--------------------|------|--|
| SPECIFIC INDICATOR | 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. (See grade 6 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.) |
|--------------------|------|--|

|                    |      |  |
|--------------------|------|--|
| SPECIFIC INDICATOR | 1.b. | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. |
|--------------------|------|--|

|                    |      |  |
|--------------------|------|--|
| SPECIFIC INDICATOR | 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. |
|--------------------|------|--|

|                    |      |  |
|--------------------|------|--|
| SPECIFIC INDICATOR | 1.d. | Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. |
|--------------------|------|--|

**DOMAIN** **Grade 6 Language Standards [L]**

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|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Conventions of Standard English</b> |
|--|--|--|

|                           |          |  |
|---------------------------|----------|--|
| <b>GSE STEM</b>           | <b>1</b> | <b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 6 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)</b> |
| <b>SPECIFIC INDICATOR</b> |          | <b>Sentence Structure, Variety, and Meaning</b>  |

INDICATOR 1.c. Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

**DOMAIN** **Grade 6 Language Standards [L]**

|  |          |   |
|--|----------|---|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |          | <b>Knowledge of Language</b>  |
| <b>GSE STEM</b>                        | <b>3</b> | <b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b> |

SPECIFIC INDICATOR 3.a. Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.

**DOMAIN** **Grade 6 Language Standards [L]**

|  |          |   |
|--|----------|---|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |          | <b>Vocabulary Acquisition and Use</b>   |
| <b>GSE STEM</b>                        | <b>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> |

SPECIFIC INDICATOR 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.

SPECIFIC INDICATOR 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).

**DOMAIN** **Grade 6 Language Standards [L]**

|  |  |                                       |
|--|--|---------------------------------------|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Vocabulary Acquisition and Use</b> |
|--|--|---------------------------------------|

GSE STEM 6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 6 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 6 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)