

Main Criteria: Investigations in Writing

Secondary Criteria: Virginia Standards of Learning

Subject: Language Arts

Grade: 6

Investigations in Writing

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

Virginia Standards of Learning

Language Arts

Grade 6 - Adopted: 2024

STRAND / TOPIC

Developing Skilled Readers and Building Reading Stamina

STANDARD / STRAND	6.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
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INDICATOR / STANDARD	B.	Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the lower range of the grade 6-8 band (See the Quantitative and Qualitative Analysis chart for determining complexity in the Appendix.) (Text Complexity, 2-12).
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INDICATOR / STANDARD	C.	When responding to text through discussion and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
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INDICATOR / STANDARD	D.	Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity level so students can read the texts independently, with peers, or with modest support). Use this background knowledge as context for new learning (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).
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INDICATOR / STANDARD	E.	Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (Reading Strategies 3-12).
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STRAND / TOPIC

Reading and Vocabulary

STANDARD / STRAND	6.RV.	The student will systematically build vocabulary and word knowledge based on grade six content and texts.
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INDICATOR / STANDARD	6.RV.1.	Vocabulary Development and Word Analysis
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INDICATOR	A.	Develop and accurately use general academic language and content-specific vocabulary by listening to, reading, and discussing a variety of grade-six texts and topics.
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INDICATOR	B.	Use context and sentence structure to determine multiple meanings of words and clarify the meanings of unfamiliar words and phrases.
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STRAND / TOPIC**Communications and Multimodal Literacies**

STANDARD / STRAND	6.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	6.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Report orally on a topic or present an opinion. This includes:
PROGRESS INDICATOR	ii.	Providing evidence to support the main idea.
PROGRESS INDICATOR	iv.	Using verbal communication skills, such as volume, tone, and enunciation to enhance the overall message.
PROGRESS INDICATOR	vii.	Referencing source material as appropriate during the presentation.

STRAND / TOPIC**Research**

STANDARD / STRAND	6.R.	The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade-six content and texts, solve problems, and support cross-curricular learning.
INDICATOR / STANDARD	6.R.1.	Evaluation and Synthesis of Information
INDICATOR	D.	Develop notes that include important concepts and summaries, including quoting, summarizing, and paraphrasing research findings, avoiding plagiarism by using own words and following ethical and legal guidelines for gathering and using information.
INDICATOR	E.	Organize and share findings in formal and informal oral or written formats.

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

Virginia Standards of Learning**Language Arts**

Grade 6 - Adopted: 2024

STRAND / TOPIC**Developing Skilled Readers and Building Reading Stamina**

STANDARD / STRAND	6.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
INDICATOR / STANDARD	B.	Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the lower range of the grade 6-8 band (See the Quantitative and Qualitative Analysis chart for determining complexity in the Appendix.) (Text Complexity, 2-12).
INDICATOR / STANDARD	C.	When responding to text through discussion and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).

INDICATOR / STANDARD	6.W.2.	Organization and Composition
INDICATOR	A.	Generate and organize ideas using the writing process (planning, drafting, revising, editing) to develop multi-paragraph texts. This includes:
PROGRESS INDICATOR	i.	Composing a thesis statement that focuses the topic and introduces the piece clearly.
PROGRESS INDICATOR	ii.	Establishing a central idea incorporating evidence and maintaining an organized structure to fit the form and topic.
PROGRESS INDICATOR	iii.	Elaborating and supporting ideas, using relevant facts, definitions, details, quotations, and/or examples.
PROGRESS INDICATOR	iv.	Using transitions to show relationships between ideas, signal a shift or change in the writer's thoughts, and make sentences clearer.
PROGRESS INDICATOR	v.	Selecting vocabulary and information to enhance the central idea, tone, and voice.
PROGRESS INDICATOR	vi.	Expanding and embedding ideas to create sentence variety.
PROGRESS INDICATOR	vii.	Providing a concluding statement or section.

STRAND / TOPIC

Writing

STANDARD / STRAND	6.W.	The student will compose various works for diverse audiences and purposes, linked to grade six content and texts.
INDICATOR / STANDARD	6.W.3.	Usage and Mechanics

INDICATOR B. Self-and peer-edit for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English (See Language Usage for grade level expectations).

STRAND / TOPIC

Language Usage

STANDARD / STRAND	6.LU.	The student will use the conventions of Standard English when speaking and writing differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	6.LU.1.	Grammar

INDICATOR C. Use adverbs to modify verbs, adjectives, and other adverbs to express manner, place, time, frequency, degree, and level of certainty precisely when speaking and writing.

STRAND / TOPIC

Language Usage

STANDARD / STRAND	6.LU.	The student will use the conventions of Standard English when speaking and writing differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	6.LU.2.	Mechanics

Virginia Standards of Learning

Language Arts

Grade 6 - Adopted: 2024

STRAND / TOPIC

Developing Skilled Readers and Building Reading Stamina

STANDARD / STRAND	6.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
INDICATOR / STANDARD	B.	Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the lower range of the grade 6-8 band (See the Quantitative and Qualitative Analysis chart for determining complexity in the Appendix.) (Text Complexity, 2-12).
INDICATOR / STANDARD	C.	When responding to text through discussion and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
INDICATOR / STANDARD	D.	Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity level so students can read the texts independently, with peers, or with modest support). Use this background knowledge as context for new learning (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).
INDICATOR / STANDARD	E.	Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (Reading Strategies 3-12).

STRAND / TOPIC

Reading and Vocabulary

STANDARD / STRAND	6.RV.	The student will systematically build vocabulary and word knowledge based on grade six content and texts.
INDICATOR / STANDARD	6.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	A.	Develop and accurately use general academic language and content-specific vocabulary by listening to, reading, and discussing a variety of grade-six texts and topics.
INDICATOR	B.	Use context and sentence structure to determine multiple meanings of words and clarify the meanings of unfamiliar words and phrases.
INDICATOR	H.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.

STRAND / TOPIC

Reading Informational Text

STANDARD / STRAND	6.RI.	The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.
INDICATOR / STANDARD	6.RI.3.	Integration of Concepts

INDICATOR	A.	Describe ideas within and between selections including how specific sentences, paragraphs, or sections contribute to the development of ideas.
STRAND / TOPIC		Writing
STANDARD / STRAND	6.W.	The student will compose various works for diverse audiences and purposes, linked to grade six content and texts.
INDICATOR / STANDARD	6.W.1.	Modes and Purposes for Writing
INDICATOR	B.	Write expository texts to examine a topic or concept, logically conveying ideas and information using text structures such as description, comparison, or cause-effect to create cohesion.
INDICATOR	D.	Write reflectively in response to text(s) read to demonstrate thinking with details, examples, and other evidence from the text(s).
STRAND / TOPIC		Writing
STANDARD / STRAND	6.W.	The student will compose various works for diverse audiences and purposes, linked to grade six content and texts.
INDICATOR / STANDARD	6.W.2.	Organization and Composition
INDICATOR	A.	Generate and organize ideas using the writing process (planning, drafting, revising, editing) to develop multi-paragraph texts. This includes:
PROGRESS INDICATOR	i.	Composing a thesis statement that focuses the topic and introduces the piece clearly.
PROGRESS INDICATOR	ii.	Establishing a central idea incorporating evidence and maintaining an organized structure to fit the form and topic.
PROGRESS INDICATOR	iii.	Elaborating and supporting ideas, using relevant facts, definitions, details, quotations, and/or examples.
PROGRESS INDICATOR	iv.	Using transitions to show relationships between ideas, signal a shift or change in the writer's thoughts, and make sentences clearer.
PROGRESS INDICATOR	v.	Selecting vocabulary and information to enhance the central idea, tone, and voice.
PROGRESS INDICATOR	vi.	Expanding and embedding ideas to create sentence variety.
PROGRESS INDICATOR	vii.	Providing a concluding statement or section.
STRAND / TOPIC		Writing
STANDARD / STRAND	6.W.	The student will compose various works for diverse audiences and purposes, linked to grade six content and texts.
INDICATOR / STANDARD	6.W.3.	Usage and Mechanics

PROGRESS INDICATOR	ii.	Providing evidence to support the main idea.
PROGRESS INDICATOR	iv.	Using verbal communication skills, such as volume, tone, and enunciation to enhance the overall message.
PROGRESS INDICATOR	vii.	Referencing source material as appropriate during the presentation.

STRAND / TOPIC

Research

STANDARD / STRAND	6.R.	The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade-six content and texts, solve problems, and support cross-curricular learning.
INDICATOR / STANDARD	6.R.1.	Evaluation and Synthesis of Information
INDICATOR	D.	Develop notes that include important concepts and summaries, including quoting, summarizing, and paraphrasing research findings, avoiding plagiarism by using own words and following ethical and legal guidelines for gathering and using information.
INDICATOR	E.	Organize and share findings in formal and informal oral or written formats.

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

Virginia Standards of Learning

Language Arts

Grade 6 - Adopted: 2024

STRAND / TOPIC

Developing Skilled Readers and Building Reading Stamina

STANDARD / STRAND	6.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
INDICATOR / STANDARD	B.	Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the lower range of the grade 6-8 band (See the Quantitative and Qualitative Analysis chart for determining complexity in the Appendix.) (Text Complexity, 2-12).
INDICATOR / STANDARD	C.	When responding to text through discussion and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
INDICATOR / STANDARD	D.	Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity level so students can read the texts independently, with peers, or with modest support). Use this background knowledge as context for new learning (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).

INDICATOR / STANDARD	E.	Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (Reading Strategies 3-12).
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STRAND / TOPIC

Reading and Vocabulary

STANDARD / STRAND	6.RV.	The student will systematically build vocabulary and word knowledge based on grade six content and texts.
INDICATOR / STANDARD	6.RV.1.	Vocabulary Development and Word Analysis

INDICATOR	A.	Develop and accurately use general academic language and content-specific vocabulary by listening to, reading, and discussing a variety of grade-six texts and topics.
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INDICATOR	B.	Use context and sentence structure to determine multiple meanings of words and clarify the meanings of unfamiliar words and phrases.
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INDICATOR	H.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.
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STRAND / TOPIC

Reading Informational Text

STANDARD / STRAND	6.RI.	The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.
INDICATOR / STANDARD	6.RI.3.	Integration of Concepts

INDICATOR	A.	Describe ideas within and between selections including how specific sentences, paragraphs, or sections contribute to the development of ideas.
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STRAND / TOPIC

Writing

STANDARD / STRAND	6.W.	The student will compose various works for diverse audiences and purposes, linked to grade six content and texts.
INDICATOR / STANDARD	6.W.1.	Modes and Purposes for Writing

INDICATOR	B.	Write expository texts to examine a topic or concept, logically conveying ideas and information using text structures such as description, comparison, or cause-effect to create cohesion.
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INDICATOR	D.	Write reflectively in response to text(s) read to demonstrate thinking with details, examples, and other evidence from the text(s).
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STRAND / TOPIC

Writing

STANDARD / STRAND	6.W.	The student will compose various works for diverse audiences and purposes, linked to grade six content and texts.
INDICATOR / STANDARD	6.W.2.	Organization and Composition

INDICATOR	A.	Generate and organize ideas using the writing process (planning, drafting, revising, editing) to develop multi-paragraph texts. This includes:
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PROGRESS INDICATOR	i.	Composing a thesis statement that focuses the topic and introduces the piece clearly.
PROGRESS INDICATOR	ii.	Establishing a central idea incorporating evidence and maintaining an organized structure to fit the form and topic.
PROGRESS INDICATOR	iii.	Elaborating and supporting ideas, using relevant facts, definitions, details, quotations, and/or examples.
PROGRESS INDICATOR	iv.	Using transitions to show relationships between ideas, signal a shift or change in the writer's thoughts, and make sentences clearer.
PROGRESS INDICATOR	v.	Selecting vocabulary and information to enhance the central idea, tone, and voice.
PROGRESS INDICATOR	vi.	Expanding and embedding ideas to create sentence variety.
PROGRESS INDICATOR	vii.	Providing a concluding statement or section.

STRAND / TOPIC

Writing

STANDARD / STRAND	6.W.	The student will compose various works for diverse audiences and purposes, linked to grade six content and texts.
INDICATOR / STANDARD	6.W.3.	Usage and Mechanics

INDICATOR B. Self-and peer-edit for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English (See Language Usage for grade level expectations).

STRAND / TOPIC

Language Usage

STANDARD / STRAND	6.LU.	The student will use the conventions of Standard English when speaking and writing differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	6.LU.1.	Grammar

INDICATOR C. Use adverbs to modify verbs, adjectives, and other adverbs to express manner, place, time, frequency, degree, and level of certainty precisely when speaking and writing.

STRAND / TOPIC

Language Usage

STANDARD / STRAND	6.LU.	The student will use the conventions of Standard English when speaking and writing differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	6.LU.2.	Mechanics

INDICATOR A. Construct complete sentences with appropriate punctuation, avoiding comma splices and run-ons in writing.

INDICATOR	D.	Consult reference materials to check and correct spelling.
STRAND / TOPIC	Communications and Multimodal Literacies	
STANDARD / STRAND	6.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	6.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade six topics and texts. This includes:
PROGRESS INDICATOR	i.	Listening actively through verbal and nonverbal communication and using agreed-upon discussion rules.
PROGRESS INDICATOR	ii.	Working respectfully by building on others' ideas and showing value for others' ideas and contributions.
PROGRESS INDICATOR	v.	Paraphrasing and summarizing key ideas being discussed by using ample evidence, examples, or details to support opinions and conclusions.

STRAND / TOPIC	Communications and Multimodal Literacies	
STANDARD / STRAND	6.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	6.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Report orally on a topic or present an opinion. This includes:
PROGRESS INDICATOR	iv.	Using verbal communication skills, such as volume, tone, and enunciation to enhance the overall message.

STRAND / TOPIC	Research	
STANDARD / STRAND	6.R.	The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade-six content and texts, solve problems, and support cross-curricular learning.
INDICATOR / STANDARD	6.R.1.	Evaluation and Synthesis of Information
INDICATOR	D.	Develop notes that include important concepts and summaries, including quoting, summarizing, and paraphrasing research findings, avoiding plagiarism by using own words and following ethical and legal guidelines for gathering and using information.

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

Virginia Standards of Learning

Language Arts

Grade 6 - Adopted: 2024

STRAND / TOPIC	Developing Skilled Readers and Building Reading Stamina
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STANDARD / STRAND	6.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
INDICATOR / STANDARD	B.	Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the lower range of the grade 6-8 band (See the Quantitative and Qualitative Analysis chart for determining complexity in the Appendix.) (Text Complexity, 2-12).
INDICATOR / STANDARD	E.	Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (Reading Strategies 3-12).

STRAND / TOPIC

Reading and Vocabulary

STANDARD / STRAND	6.RV.	The student will systematically build vocabulary and word knowledge based on grade six content and texts.
INDICATOR / STANDARD	6.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	A.	Develop and accurately use general academic language and content-specific vocabulary by listening to, reading, and discussing a variety of grade-six texts and topics.
INDICATOR	B.	Use context and sentence structure to determine multiple meanings of words and clarify the meanings of unfamiliar words and phrases.
INDICATOR	H.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.

STRAND / TOPIC

Reading Literary Text

STANDARD / STRAND	6.RL.	The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of grade-level complex literary texts read to include short stories, literary nonfiction, novels, poetry, and drama.
INDICATOR / STANDARD	6.RL.1.	Key Ideas and Plot Details
INDICATOR	B.	Describe plot developments in stories and dramas by examining the exposition, initiating event, central conflict, rising action, climax, falling action, and resolution.
INDICATOR	C.	Differentiate between internal and external conflicts (e.g., individual vs. Individual, individual vs. Nature, individual vs. Society, individual vs. Technology, and individual vs. Self) and explain how they impact character development and plot.
INDICATOR	D.	Explain how static and dynamic characters impact the plot.
INDICATOR	E.	Explain the role of the protagonist and antagonist on plot events.

STRAND / TOPIC

Reading Literary Text

STANDARD / STRAND	6.RL.	The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of grade-level complex literary texts read to include short stories, literary nonfiction, novels, poetry, and drama.
INDICATOR / STANDARD	6.RL.3.	Integration of Concepts

INDICATOR	A.	Describe how the interactions between individuals, settings, events, and ideas within a text influence one another.
STRAND / TOPIC		Writing
STANDARD / STRAND	6.W.	The student will compose various works for diverse audiences and purposes, linked to grade six content and texts.
INDICATOR / STANDARD	6.W.1.	Modes and Purposes for Writing

INDICATOR	B.	Write expository texts to examine a topic or concept, logically conveying ideas and information using text structures such as description, comparison, or cause-effect to create cohesion.
STRAND / TOPIC		Language Usage
STANDARD / STRAND	6.LU.	The student will use the conventions of Standard English when speaking and writing differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	6.LU.2.	Mechanics

INDICATOR	A.	Construct complete sentences with appropriate punctuation, avoiding comma splices and run-ons in writing.
STRAND / TOPIC		Communications and Multimodal Literacies
STANDARD / STRAND	6.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	6.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade six topics and texts. This includes:

PROGRESS INDICATOR	i.	Listening actively through verbal and nonverbal communication and using agreed-upon discussion rules.
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PROGRESS INDICATOR	ii.	Working respectfully by building on others' ideas and showing value for others' ideas and contributions.
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PROGRESS INDICATOR	v.	Paraphrasing and summarizing key ideas being discussed by using ample evidence, examples, or details to support opinions and conclusions.
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STRAND / TOPIC		Communications and Multimodal Literacies
STANDARD / STRAND	6.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	6.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Report orally on a topic or present an opinion. This includes:

PROGRESS INDICATOR	ii.	Providing evidence to support the main idea.
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PROGRESS INDICATOR	iv.	Using verbal communication skills, such as volume, tone, and enunciation to enhance the overall message.
PROGRESS INDICATOR	vii.	Referencing source material as appropriate during the presentation.
STRAND / TOPIC		Research
STANDARD / STRAND	6.R.	The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade-six content and texts, solve problems, and support cross-curricular learning.
INDICATOR / STANDARD	6.R.1.	Evaluation and Synthesis of Information
INDICATOR	E.	Organize and share findings in formal and informal oral or written formats.

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

Virginia Standards of Learning

Language Arts

Grade 6 - Adopted: 2024

STRAND / TOPIC		Developing Skilled Readers and Building Reading Stamina
STANDARD / STRAND	6.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
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INDICATOR / STANDARD	E.	Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (Reading Strategies 3-12).

STRAND / TOPIC		Reading and Vocabulary
STANDARD / STRAND	6.RV.	The student will systematically build vocabulary and word knowledge based on grade six content and texts.
INDICATOR / STANDARD	6.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	A.	Develop and accurately use general academic language and content-specific vocabulary by listening to, reading, and discussing a variety of grade-six texts and topics.
INDICATOR	B.	Use context and sentence structure to determine multiple meanings of words and clarify the meanings of unfamiliar words and phrases.
INDICATOR	H.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.

PROGRESS INDICATOR	iii.	Elaborating and supporting ideas, using relevant facts, definitions, details, quotations, and/or examples.
PROGRESS INDICATOR	iv.	Using transitions to show relationships between ideas, signal a shift or change in the writer's thoughts, and make sentences clearer.
PROGRESS INDICATOR	v.	Selecting vocabulary and information to enhance the central idea, tone, and voice.
PROGRESS INDICATOR	vi.	Expanding and embedding ideas to create sentence variety.
PROGRESS INDICATOR	vii.	Providing a concluding statement or section.

STRAND / TOPIC

Writing

STANDARD / STRAND	6.W.	The student will compose various works for diverse audiences and purposes, linked to grade six content and texts.
INDICATOR / STANDARD	6.W.3.	Usage and Mechanics

INDICATOR B. Self-and peer-edit for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English (See Language Usage for grade level expectations).

STRAND / TOPIC

Language Usage

STANDARD / STRAND	6.LU.	The student will use the conventions of Standard English when speaking and writing differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	6.LU.1.	Grammar

INDICATOR C. Use adverbs to modify verbs, adjectives, and other adverbs to express manner, place, time, frequency, degree, and level of certainty precisely when speaking and writing.

STRAND / TOPIC

Language Usage

STANDARD / STRAND	6.LU.	The student will use the conventions of Standard English when speaking and writing differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	6.LU.2.	Mechanics

INDICATOR A. Construct complete sentences with appropriate punctuation, avoiding comma splices and run-ons in writing.

INDICATOR D. Consult reference materials to check and correct spelling.

STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	6.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
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INDICATOR / STANDARD	6.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade six topics and texts. This includes:
PROGRESS INDICATOR	i.	Listening actively through verbal and nonverbal communication and using agreed-upon discussion rules.
PROGRESS INDICATOR	ii.	Working respectfully by building on others' ideas and showing value for others' ideas and contributions.
PROGRESS INDICATOR	v.	Paraphrasing and summarizing key ideas being discussed by using ample evidence, examples, or details to support opinions and conclusions.

STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	6.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	6.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Report orally on a topic or present an opinion. This includes:
PROGRESS INDICATOR	iv.	Using verbal communication skills, such as volume, tone, and enunciation to enhance the overall message.

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

Virginia Standards of Learning

Language Arts

Grade 6 - Adopted: 2024

STRAND / TOPIC

Developing Skilled Readers and Building Reading Stamina

STANDARD / STRAND	6.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
INDICATOR / STANDARD	B.	Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the lower range of the grade 6-8 band (See the Quantitative and Qualitative Analysis chart for determining complexity in the Appendix.) (Text Complexity, 2-12).
INDICATOR / STANDARD	E.	Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (Reading Strategies 3-12).

STRAND / TOPIC

Reading and Vocabulary

STANDARD / STRAND	6.RV.	The student will systematically build vocabulary and word knowledge based on grade six content and texts.
INDICATOR / STANDARD	6.RV.1.	Vocabulary Development and Word Analysis

INDICATOR	A.	Develop and accurately use general academic language and content-specific vocabulary by listening to, reading, and discussing a variety of grade-six texts and topics.
INDICATOR	B.	Use context and sentence structure to determine multiple meanings of words and clarify the meanings of unfamiliar words and phrases.
INDICATOR	D.	Use the relationship between particular words including synonyms and antonyms to better understand each word.
INDICATOR	H.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.

STRAND / TOPIC

Reading Literary Text

STANDARD / STRAND	6.RL.	The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of grade-level complex literary texts read to include short stories, literary nonfiction, novels, poetry, and drama.
INDICATOR / STANDARD	6.RL.1.	Key Ideas and Plot Details
INDICATOR	B.	Describe plot developments in stories and dramas by examining the exposition, initiating event, central conflict, rising action, climax, falling action, and resolution.
INDICATOR	C.	Differentiate between internal and external conflicts (e.g., individual vs. Individual, individual vs. Nature, individual vs. Society, individual vs. Technology, and individual vs. Self) and explain how they impact character development and plot.
INDICATOR	D.	Explain how static and dynamic characters impact the plot.
INDICATOR	E.	Explain the role of the protagonist and antagonist on plot events.

STRAND / TOPIC

Reading Literary Text

STANDARD / STRAND	6.RL.	The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of grade-level complex literary texts read to include short stories, literary nonfiction, novels, poetry, and drama.
INDICATOR / STANDARD	6.RL.3.	Integration of Concepts
INDICATOR	A.	Describe how the interactions between individuals, settings, events, and ideas within a text influence one another.

STRAND / TOPIC

Writing

STANDARD / STRAND	6.W.	The student will compose various works for diverse audiences and purposes, linked to grade six content and texts.
INDICATOR / STANDARD	6.W.1.	Modes and Purposes for Writing
INDICATOR	B.	Write expository texts to examine a topic or concept, logically conveying ideas and information using text structures such as description, comparison, or cause-effect to create cohesion.

STRAND / TOPIC

Writing

STANDARD / STRAND	6.W.	The student will compose various works for diverse audiences and purposes, linked to grade six content and texts.
INDICATOR / STANDARD	6.W.2.	Organization and Composition
INDICATOR	A.	Generate and organize ideas using the writing process (planning, drafting, revising, editing) to develop multi-paragraph texts. This includes:
PROGRESS INDICATOR	i.	Composing a thesis statement that focuses the topic and introduces the piece clearly.
PROGRESS INDICATOR	ii.	Establishing a central idea incorporating evidence and maintaining an organized structure to fit the form and topic.
PROGRESS INDICATOR	iii.	Elaborating and supporting ideas, using relevant facts, definitions, details, quotations, and/or examples.
PROGRESS INDICATOR	iv.	Using transitions to show relationships between ideas, signal a shift or change in the writer's thoughts, and make sentences clearer.
PROGRESS INDICATOR	v.	Selecting vocabulary and information to enhance the central idea, tone, and voice.
PROGRESS INDICATOR	vi.	Expanding and embedding ideas to create sentence variety.
PROGRESS INDICATOR	vii.	Providing a concluding statement or section.

STRAND / TOPIC

Writing

STANDARD / STRAND	6.W.	The student will compose various works for diverse audiences and purposes, linked to grade six content and texts.
INDICATOR / STANDARD	6.W.3.	Usage and Mechanics
INDICATOR	B.	Self-and peer-edit for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English (See Language Usage for grade level expectations).

STRAND / TOPIC

Language Usage

STANDARD / STRAND	6.LU.	The student will use the conventions of Standard English when speaking and writing differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	6.LU.1.	Grammar
INDICATOR	C.	Use adverbs to modify verbs, adjectives, and other adverbs to express manner, place, time, frequency, degree, and level of certainty precisely when speaking and writing.

STRAND / TOPIC

Language Usage

**STRAND /
TOPIC****Writing**

STANDARD / STRAND	6.W.	The student will compose various works for diverse audiences and purposes, linked to grade six content and texts.
INDICATOR / STANDARD	6.W.1.	Modes and Purposes for Writing

INDICATOR B. Write expository texts to examine a topic or concept, logically conveying ideas and information using text structures such as description, comparison, or cause-effect to create cohesion.

**STRAND /
TOPIC****Writing**

STANDARD / STRAND	6.W.	The student will compose various works for diverse audiences and purposes, linked to grade six content and texts.
INDICATOR / STANDARD	6.W.2.	Organization and Composition
INDICATOR	A.	Generate and organize ideas using the writing process (planning, drafting, revising, editing) to develop multi-paragraph texts. This includes:

PROGRESS INDICATOR i. Composing a thesis statement that focuses the topic and introduces the piece clearly.

PROGRESS INDICATOR ii. Establishing a central idea incorporating evidence and maintaining an organized structure to fit the form and topic.

PROGRESS INDICATOR iii. Elaborating and supporting ideas, using relevant facts, definitions, details, quotations, and/or examples.

PROGRESS INDICATOR iv. Using transitions to show relationships between ideas, signal a shift or change in the writer's thoughts, and make sentences clearer.

PROGRESS INDICATOR v. Selecting vocabulary and information to enhance the central idea, tone, and voice.

PROGRESS INDICATOR vi. Expanding and embedding ideas to create sentence variety.

PROGRESS INDICATOR vii. Providing a concluding statement or section.

**STRAND /
TOPIC****Writing**

STANDARD / STRAND	6.W.	The student will compose various works for diverse audiences and purposes, linked to grade six content and texts.
INDICATOR / STANDARD	6.W.3.	Usage and Mechanics

INDICATOR B. Self-and peer-edit for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English (See Language Usage for grade level expectations).

**STRAND /
TOPIC****Language Usage**

STANDARD / STRAND	6.LU.	The student will use the conventions of Standard English when speaking and writing differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	6.LU.1.	Grammar

INDICATOR C. Use adverbs to modify verbs, adjectives, and other adverbs to express manner, place, time, frequency, degree, and level of certainty precisely when speaking and writing.

**STRAND /
TOPIC****Language Usage**

STANDARD / STRAND	6.LU.	The student will use the conventions of Standard English when speaking and writing differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	6.LU.2.	Mechanics

INDICATOR A. Construct complete sentences with appropriate punctuation, avoiding comma splices and run-ons in writing.

INDICATOR D. Consult reference materials to check and correct spelling.

**STRAND /
TOPIC****Communications and Multimodal Literacies**

STANDARD / STRAND	6.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	6.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade six topics and texts. This includes:

PROGRESS INDICATOR i. Listening actively through verbal and nonverbal communication and using agreed-upon discussion rules.

PROGRESS INDICATOR ii. Working respectfully by building on others' ideas and showing value for others' ideas and contributions.

PROGRESS INDICATOR v. Paraphrasing and summarizing key ideas being discussed by using ample evidence, examples, or details to support opinions and conclusions.

**STRAND /
TOPIC****Communications and Multimodal Literacies**

STANDARD / STRAND	6.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	6.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Report orally on a topic or present an opinion. This includes:

PROGRESS INDICATOR iv. Using verbal communication skills, such as volume, tone, and enunciation to enhance the overall message.

Virginia Standards of Learning

Language Arts

Grade 6 - Adopted: 2024

STRAND /
TOPIC

Developing Skilled Readers and Building Reading Stamina

STANDARD / STRAND	6.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
INDICATOR / STANDARD	B.	Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the lower range of the grade 6-8 band (See the Quantitative and Qualitative Analysis chart for determining complexity in the Appendix.) (Text Complexity, 2-12).
INDICATOR / STANDARD	C.	When responding to text through discussion and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
INDICATOR / STANDARD	D.	Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity level so students can read the texts independently, with peers, or with modest support). Use this background knowledge as context for new learning (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).
INDICATOR / STANDARD	E.	Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (Reading Strategies 3-12).

STRAND /
TOPIC

Reading and Vocabulary

STANDARD / STRAND	6.RV.	The student will systematically build vocabulary and word knowledge based on grade six content and texts.
INDICATOR / STANDARD	6.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	A.	Develop and accurately use general academic language and content-specific vocabulary by listening to, reading, and discussing a variety of grade-six texts and topics.
INDICATOR	B.	Use context and sentence structure to determine multiple meanings of words and clarify the meanings of unfamiliar words and phrases.
INDICATOR	D.	Use the relationship between particular words including synonyms and antonyms to better understand each word.
INDICATOR	H.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.

STRAND /
TOPIC

Reading Informational Text

STANDARD / STRAND	6.RI.	The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.
INDICATOR / STANDARD	6.RI.3.	Integration of Concepts

INDICATOR	A.	Describe ideas within and between selections including how specific sentences, paragraphs, or sections contribute to the development of ideas.
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STRAND / TOPIC

Writing

STANDARD / STRAND	6.W.	The student will compose various works for diverse audiences and purposes, linked to grade six content and texts.
INDICATOR / STANDARD	6.W.1.	Modes and Purposes for Writing

INDICATOR	B.	Write expository texts to examine a topic or concept, logically conveying ideas and information using text structures such as description, comparison, or cause-effect to create cohesion.
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INDICATOR	D.	Write reflectively in response to text(s) read to demonstrate thinking with details, examples, and other evidence from the text(s).
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STRAND / TOPIC

Writing

STANDARD / STRAND	6.W.	The student will compose various works for diverse audiences and purposes, linked to grade six content and texts.
INDICATOR / STANDARD	6.W.2.	Organization and Composition

INDICATOR	A.	Generate and organize ideas using the writing process (planning, drafting, revising, editing) to develop multi-paragraph texts. This includes:
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PROGRESS INDICATOR	i.	Composing a thesis statement that focuses the topic and introduces the piece clearly.
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PROGRESS INDICATOR	ii.	Establishing a central idea incorporating evidence and maintaining an organized structure to fit the form and topic.
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PROGRESS INDICATOR	iii.	Elaborating and supporting ideas, using relevant facts, definitions, details, quotations, and/or examples.
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PROGRESS INDICATOR	iv.	Using transitions to show relationships between ideas, signal a shift or change in the writer's thoughts, and make sentences clearer.
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PROGRESS INDICATOR	v.	Selecting vocabulary and information to enhance the central idea, tone, and voice.
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PROGRESS INDICATOR	vi.	Expanding and embedding ideas to create sentence variety.
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PROGRESS INDICATOR	vii.	Providing a concluding statement or section.
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STRAND / TOPIC

Writing

STANDARD / STRAND	6.W.	The student will compose various works for diverse audiences and purposes, linked to grade six content and texts.
INDICATOR / STANDARD	6.W.3.	Usage and Mechanics

INDICATOR B. Self-and peer-edit for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English (See Language Usage for grade level expectations).

STRAND / TOPIC **Language Usage**

STANDARD / STRAND	6.LU.	The student will use the conventions of Standard English when speaking and writing differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	6.LU.1.	Grammar

INDICATOR C. Use adverbs to modify verbs, adjectives, and other adverbs to express manner, place, time, frequency, degree, and level of certainty precisely when speaking and writing.

STRAND / TOPIC **Language Usage**

STANDARD / STRAND	6.LU.	The student will use the conventions of Standard English when speaking and writing differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	6.LU.2.	Mechanics

INDICATOR A. Construct complete sentences with appropriate punctuation, avoiding comma splices and run-ons in writing.

INDICATOR D. Consult reference materials to check and correct spelling.

STRAND / TOPIC **Communications and Multimodal Literacies**

STANDARD / STRAND	6.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	6.C.1.	Communication, Listening, and Collaboration

INDICATOR A. **Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade six topics and texts. This includes:**

PROGRESS INDICATOR i. Listening actively through verbal and nonverbal communication and using agreed-upon discussion rules.

PROGRESS INDICATOR ii. Working respectfully by building on others' ideas and showing value for others' ideas and contributions.

PROGRESS INDICATOR v. Paraphrasing and summarizing key ideas being discussed by using ample evidence, examples, or details to support opinions and conclusions.

STRAND / TOPIC **Communications and Multimodal Literacies**

STANDARD / STRAND	6.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
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INDICATOR / STANDARD	6.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Report orally on a topic or present an opinion. This includes:
PROGRESS INDICATOR	iv.	Using verbal communication skills, such as volume, tone, and enunciation to enhance the overall message.

STRAND / TOPIC

Research

STANDARD / STRAND	6.R.	The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade-six content and texts, solve problems, and support cross-curricular learning.
INDICATOR / STANDARD	6.R.1.	Evaluation and Synthesis of Information

INDICATOR	D.	Develop notes that include important concepts and summaries, including quoting, summarizing, and paraphrasing research findings, avoiding plagiarism by using own words and following ethical and legal guidelines for gathering and using information.
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Lesson 10: Unit 4 Summarizing a Reference, p. 83-90

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Language Arts

Grade 6 - Adopted: 2024

STRAND / TOPIC

Developing Skilled Readers and Building Reading Stamina

STANDARD / STRAND	6.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
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INDICATOR / STANDARD	B.	Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the lower range of the grade 6-8 band (See the Quantitative and Qualitative Analysis chart for determining complexity in the Appendix.) (Text Complexity, 2-12).
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INDICATOR / STANDARD	C.	When responding to text through discussion and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
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INDICATOR / STANDARD	D.	Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity level so students can read the texts independently, with peers, or with modest support). Use this background knowledge as context for new learning (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).
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INDICATOR / STANDARD	E.	Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (Reading Strategies 3-12).
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STRAND / TOPIC

Reading and Vocabulary

STANDARD / STRAND	6.RV.	The student will systematically build vocabulary and word knowledge based on grade six content and texts.
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INDICATOR / STANDARD	6.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	A.	Develop and accurately use general academic language and content-specific vocabulary by listening to, reading, and discussing a variety of grade-six texts and topics.
INDICATOR	B.	Use context and sentence structure to determine multiple meanings of words and clarify the meanings of unfamiliar words and phrases.
INDICATOR	D.	Use the relationship between particular words including synonyms and antonyms to better understand each word.
INDICATOR	H.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.

STRAND / TOPIC

Reading Informational Text

STANDARD / STRAND	6.RI.	The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.
INDICATOR / STANDARD	6.RI.3.	Integration of Concepts
INDICATOR	A.	Describe ideas within and between selections including how specific sentences, paragraphs, or sections contribute to the development of ideas.

STRAND / TOPIC

Writing

STANDARD / STRAND	6.W.	The student will compose various works for diverse audiences and purposes, linked to grade six content and texts.
INDICATOR / STANDARD	6.W.1.	Modes and Purposes for Writing
INDICATOR	B.	Write expository texts to examine a topic or concept, logically conveying ideas and information using text structures such as description, comparison, or cause-effect to create cohesion.
INDICATOR	D.	Write reflectively in response to text(s) read to demonstrate thinking with details, examples, and other evidence from the text(s).

STRAND / TOPIC

Writing

STANDARD / STRAND	6.W.	The student will compose various works for diverse audiences and purposes, linked to grade six content and texts.
INDICATOR / STANDARD	6.W.2.	Organization and Composition
INDICATOR	A.	Generate and organize ideas using the writing process (planning, drafting, revising, editing) to develop multi-paragraph texts. This includes:
PROGRESS INDICATOR	i.	Composing a thesis statement that focuses the topic and introduces the piece clearly.
PROGRESS INDICATOR	ii.	Establishing a central idea incorporating evidence and maintaining an organized structure to fit the form and topic.

PROGRESS INDICATOR	iii.	Elaborating and supporting ideas, using relevant facts, definitions, details, quotations, and/or examples.
PROGRESS INDICATOR	iv.	Using transitions to show relationships between ideas, signal a shift or change in the writer's thoughts, and make sentences clearer.
PROGRESS INDICATOR	v.	Selecting vocabulary and information to enhance the central idea, tone, and voice.
PROGRESS INDICATOR	vi.	Expanding and embedding ideas to create sentence variety.
PROGRESS INDICATOR	vii.	Providing a concluding statement or section.

STRAND / TOPIC

Writing

STANDARD / STRAND	6.W.	The student will compose various works for diverse audiences and purposes, linked to grade six content and texts.
INDICATOR / STANDARD	6.W.3.	Usage and Mechanics

INDICATOR B. Self-and peer-edit for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English (See Language Usage for grade level expectations).

STRAND / TOPIC

Language Usage

STANDARD / STRAND	6.LU.	The student will use the conventions of Standard English when speaking and writing differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	6.LU.1.	Grammar

INDICATOR C. Use adverbs to modify verbs, adjectives, and other adverbs to express manner, place, time, frequency, degree, and level of certainty precisely when speaking and writing.

STRAND / TOPIC

Language Usage

STANDARD / STRAND	6.LU.	The student will use the conventions of Standard English when speaking and writing differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	6.LU.2.	Mechanics

INDICATOR A. Construct complete sentences with appropriate punctuation, avoiding comma splices and run-ons in writing.

INDICATOR D. Consult reference materials to check and correct spelling.

STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	6.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
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INDICATOR / STANDARD	6.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade six topics and texts. This includes:
PROGRESS INDICATOR	i.	Listening actively through verbal and nonverbal communication and using agreed-upon discussion rules.
PROGRESS INDICATOR	ii.	Working respectfully by building on others' ideas and showing value for others' ideas and contributions.
PROGRESS INDICATOR	v.	Paraphrasing and summarizing key ideas being discussed by using ample evidence, examples, or details to support opinions and conclusions.

STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	6.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	6.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Report orally on a topic or present an opinion. This includes:
PROGRESS INDICATOR	iv.	Using verbal communication skills, such as volume, tone, and enunciation to enhance the overall message.

STRAND / TOPIC

Research

STANDARD / STRAND	6.R.	The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade-six content and texts, solve problems, and support cross-curricular learning.
INDICATOR / STANDARD	6.R.1.	Evaluation and Synthesis of Information
INDICATOR	D.	Develop notes that include important concepts and summaries, including quoting, summarizing, and paraphrasing research findings, avoiding plagiarism by using own words and following ethical and legal guidelines for gathering and using information.

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

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Grade 6 - Adopted: 2024

STRAND / TOPIC

Developing Skilled Readers and Building Reading Stamina

STANDARD / STRAND	6.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
INDICATOR / STANDARD	B.	Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the lower range of the grade 6-8 band (See the Quantitative and Qualitative Analysis chart for determining complexity in the Appendix.) (Text Complexity, 2-12).

INDICATOR / STANDARD	C.	When responding to text through discussion and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
INDICATOR / STANDARD	D.	Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity level so students can read the texts independently, with peers, or with modest support). Use this background knowledge as context for new learning (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).
INDICATOR / STANDARD	E.	Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (Reading Strategies 3-12).

STRAND / TOPIC

Reading and Vocabulary

STANDARD / STRAND	6.RV.	The student will systematically build vocabulary and word knowledge based on grade six content and texts.
INDICATOR / STANDARD	6.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	A.	Develop and accurately use general academic language and content-specific vocabulary by listening to, reading, and discussing a variety of grade-six texts and topics.
INDICATOR	B.	Use context and sentence structure to determine multiple meanings of words and clarify the meanings of unfamiliar words and phrases.
INDICATOR	D.	Use the relationship between particular words including synonyms and antonyms to better understand each word.
INDICATOR	H.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.

STRAND / TOPIC

Reading Informational Text

STANDARD / STRAND	6.RI.	The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.
INDICATOR / STANDARD	6.RI.3.	Integration of Concepts

INDICATOR	A.	Describe ideas within and between selections including how specific sentences, paragraphs, or sections contribute to the development of ideas.
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STRAND / TOPIC

Writing

STANDARD / STRAND	6.W.	The student will compose various works for diverse audiences and purposes, linked to grade six content and texts.
INDICATOR / STANDARD	6.W.1.	Modes and Purposes for Writing

INDICATOR	B.	Write expository texts to examine a topic or concept, logically conveying ideas and information using text structures such as description, comparison, or cause-effect to create cohesion.
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**STRAND /
TOPIC****Language Usage**

STANDARD / STRAND	6.LU.	The student will use the conventions of Standard English when speaking and writing differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	6.LU.2.	Mechanics

INDICATOR	A.	Construct complete sentences with appropriate punctuation, avoiding comma splices and run-ons in writing.
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INDICATOR	D.	Consult reference materials to check and correct spelling.
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**STRAND /
TOPIC****Communications and Multimodal Literacies**

STANDARD / STRAND	6.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	6.C.1.	Communication, Listening, and Collaboration

INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade six topics and texts. This includes:
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PROGRESS INDICATOR	i.	Listening actively through verbal and nonverbal communication and using agreed-upon discussion rules.
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PROGRESS INDICATOR	ii.	Working respectfully by building on others' ideas and showing value for others' ideas and contributions.
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PROGRESS INDICATOR	v.	Paraphrasing and summarizing key ideas being discussed by using ample evidence, examples, or details to support opinions and conclusions.
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**STRAND /
TOPIC****Communications and Multimodal Literacies**

STANDARD / STRAND	6.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	6.C.2.	Speaking and Presentation of Ideas

INDICATOR	A.	Report orally on a topic or present an opinion. This includes:
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PROGRESS INDICATOR	iv.	Using verbal communication skills, such as volume, tone, and enunciation to enhance the overall message.
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**STRAND /
TOPIC****Research**

STANDARD / STRAND	6.R.	The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade-six content and texts, solve problems, and support cross-curricular learning.
INDICATOR / STANDARD	6.R.1.	Evaluation and Synthesis of Information

INDICATOR	D.	Develop notes that include important concepts and summaries, including quoting, summarizing, and paraphrasing research findings, avoiding plagiarism by using own words and following ethical and legal guidelines for gathering and using information.
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Virginia Standards of Learning

Language Arts

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STRAND /
TOPIC

Developing Skilled Readers and Building Reading Stamina

STANDARD / STRAND	6.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
INDICATOR / STANDARD	B.	Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the lower range of the grade 6-8 band (See the Quantitative and Qualitative Analysis chart for determining complexity in the Appendix.) (Text Complexity, 2-12).
INDICATOR / STANDARD	C.	When responding to text through discussion and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
INDICATOR / STANDARD	D.	Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity level so students can read the texts independently, with peers, or with modest support). Use this background knowledge as context for new learning (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).
INDICATOR / STANDARD	E.	Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (Reading Strategies 3-12).

STRAND /
TOPIC

Reading and Vocabulary

STANDARD / STRAND	6.RV.	The student will systematically build vocabulary and word knowledge based on grade six content and texts.
INDICATOR / STANDARD	6.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	A.	Develop and accurately use general academic language and content-specific vocabulary by listening to, reading, and discussing a variety of grade-six texts and topics.
INDICATOR	B.	Use context and sentence structure to determine multiple meanings of words and clarify the meanings of unfamiliar words and phrases.
INDICATOR	D.	Use the relationship between particular words including synonyms and antonyms to better understand each word.
INDICATOR	H.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.

STRAND /
TOPIC

Reading Informational Text

STANDARD / STRAND	6.RI.	The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.
INDICATOR / STANDARD	6.RI.3.	Integration of Concepts

INDICATOR A. Describe ideas within and between selections including how specific sentences, paragraphs, or sections contribute to the development of ideas.

STRAND / TOPIC **Writing**

STANDARD / STRAND	6.W.	The student will compose various works for diverse audiences and purposes, linked to grade six content and texts.
INDICATOR / STANDARD	6.W.1.	Modes and Purposes for Writing

INDICATOR B. Write expository texts to examine a topic or concept, logically conveying ideas and information using text structures such as description, comparison, or cause-effect to create cohesion.

INDICATOR D. Write reflectively in response to text(s) read to demonstrate thinking with details, examples, and other evidence from the text(s).

STRAND / TOPIC **Writing**

STANDARD / STRAND	6.W.	The student will compose various works for diverse audiences and purposes, linked to grade six content and texts.
INDICATOR / STANDARD	6.W.2.	Organization and Composition

INDICATOR A. **Generate and organize ideas using the writing process (planning, drafting, revising, editing) to develop multi-paragraph texts. This includes:**

PROGRESS INDICATOR i. Composing a thesis statement that focuses the topic and introduces the piece clearly.

PROGRESS INDICATOR ii. Establishing a central idea incorporating evidence and maintaining an organized structure to fit the form and topic.

PROGRESS INDICATOR iii. Elaborating and supporting ideas, using relevant facts, definitions, details, quotations, and/or examples.

PROGRESS INDICATOR iv. Using transitions to show relationships between ideas, signal a shift or change in the writer's thoughts, and make sentences clearer.

PROGRESS INDICATOR v. Selecting vocabulary and information to enhance the central idea, tone, and voice.

PROGRESS INDICATOR vi. Expanding and embedding ideas to create sentence variety.

PROGRESS INDICATOR vii. Providing a concluding statement or section.

STRAND / TOPIC **Writing**

STANDARD / STRAND	6.W.	The student will compose various works for diverse audiences and purposes, linked to grade six content and texts.
INDICATOR / STANDARD	6.W.3.	Usage and Mechanics

INDICATOR B. Self-and peer-edit for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English (See Language Usage for grade level expectations).

STRAND / TOPIC Language Usage

STANDARD / STRAND	6.LU.	The student will use the conventions of Standard English when speaking and writing differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	6.LU.1.	Grammar

INDICATOR C. Use adverbs to modify verbs, adjectives, and other adverbs to express manner, place, time, frequency, degree, and level of certainty precisely when speaking and writing.

STRAND / TOPIC Language Usage

STANDARD / STRAND	6.LU.	The student will use the conventions of Standard English when speaking and writing differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	6.LU.2.	Mechanics

INDICATOR A. Construct complete sentences with appropriate punctuation, avoiding comma splices and run-ons in writing.

INDICATOR D. Consult reference materials to check and correct spelling.

STRAND / TOPIC Communications and Multimodal Literacies

STANDARD / STRAND	6.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	6.C.1.	Communication, Listening, and Collaboration

INDICATOR A. Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade six topics and texts. This includes:

PROGRESS INDICATOR i. Listening actively through verbal and nonverbal communication and using agreed-upon discussion rules.

PROGRESS INDICATOR ii. Working respectfully by building on others' ideas and showing value for others' ideas and contributions.

PROGRESS INDICATOR v. Paraphrasing and summarizing key ideas being discussed by using ample evidence, examples, or details to support opinions and conclusions.

STRAND / TOPIC Communications and Multimodal Literacies

STANDARD / STRAND	6.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
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INDICATOR / STANDARD	6.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Report orally on a topic or present an opinion. This includes:
PROGRESS INDICATOR	iv.	Using verbal communication skills, such as volume, tone, and enunciation to enhance the overall message.

STRAND / TOPIC

Research

STANDARD / STRAND	6.R.	The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade-six content and texts, solve problems, and support cross-curricular learning.
INDICATOR / STANDARD	6.R.1.	Evaluation and Synthesis of Information

INDICATOR	D.	Develop notes that include important concepts and summaries, including quoting, summarizing, and paraphrasing research findings, avoiding plagiarism by using own words and following ethical and legal guidelines for gathering and using information.
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Lesson 13: Unit 5 Writing from Pictures, p. 113-118

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STRAND / TOPIC

Reading and Vocabulary

STANDARD / STRAND	6.RV.	The student will systematically build vocabulary and word knowledge based on grade six content and texts.
INDICATOR / STANDARD	6.RV.1.	Vocabulary Development and Word Analysis

INDICATOR	H.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.
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STRAND / TOPIC

Writing

STANDARD / STRAND	6.W.	The student will compose various works for diverse audiences and purposes, linked to grade six content and texts.
INDICATOR / STANDARD	6.W.1.	Modes and Purposes for Writing

INDICATOR	B.	Write expository texts to examine a topic or concept, logically conveying ideas and information using text structures such as description, comparison, or cause-effect to create cohesion.
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STRAND / TOPIC

Language Usage

STANDARD / STRAND	6.LU.	The student will use the conventions of Standard English when speaking and writing differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	6.LU.2.	Mechanics

INDICATOR	A.	Construct complete sentences with appropriate punctuation, avoiding comma splices and run-ons in writing.
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STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	6.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	6.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade six topics and texts. This includes:

PROGRESS INDICATOR	i.	Listening actively through verbal and nonverbal communication and using agreed-upon discussion rules.
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PROGRESS INDICATOR	ii.	Working respectfully by building on others' ideas and showing value for others' ideas and contributions.
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PROGRESS INDICATOR	iii.	Asking relevant questions to clarify others' perspectives.
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PROGRESS INDICATOR	v.	Paraphrasing and summarizing key ideas being discussed by using ample evidence, examples, or details to support opinions and conclusions.
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STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	6.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	6.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Report orally on a topic or present an opinion. This includes:

PROGRESS INDICATOR	ii.	Providing evidence to support the main idea.
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PROGRESS INDICATOR	iv.	Using verbal communication skills, such as volume, tone, and enunciation to enhance the overall message.
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PROGRESS INDICATOR	vii.	Referencing source material as appropriate during the presentation.
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STRAND / TOPIC

Research

STANDARD / STRAND	6.R.	The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade-six content and texts, solve problems, and support cross-curricular learning.
INDICATOR / STANDARD	6.R.1.	Evaluation and Synthesis of Information

INDICATOR	E.	Organize and share findings in formal and informal oral or written formats.
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STRAND / TOPIC

Reading and Vocabulary

STANDARD / STRAND	6.RV.	The student will systematically build vocabulary and word knowledge based on grade six content and texts.
INDICATOR / STANDARD	6.RV.1.	Vocabulary Development and Word Analysis

INDICATOR	E.	Explain the construction and meaning of figurative language, including simile, hyperbole, metaphor, and personification.
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INDICATOR	H.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.
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STRAND / TOPIC

Writing

STANDARD / STRAND	6.W.	The student will compose various works for diverse audiences and purposes, linked to grade six content and texts.
INDICATOR / STANDARD	6.W.1.	Modes and Purposes for Writing

INDICATOR	B.	Write expository texts to examine a topic or concept, logically conveying ideas and information using text structures such as description, comparison, or cause-effect to create cohesion.
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STRAND / TOPIC

Writing

STANDARD / STRAND	6.W.	The student will compose various works for diverse audiences and purposes, linked to grade six content and texts.
INDICATOR / STANDARD	6.W.2.	Organization and Composition

INDICATOR	A.	Generate and organize ideas using the writing process (planning, drafting, revising, editing) to develop multi-paragraph texts. This includes:
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PROGRESS INDICATOR	i.	Composing a thesis statement that focuses the topic and introduces the piece clearly.
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PROGRESS INDICATOR	ii.	Establishing a central idea incorporating evidence and maintaining an organized structure to fit the form and topic.
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PROGRESS INDICATOR	iii.	Elaborating and supporting ideas, using relevant facts, definitions, details, quotations, and/or examples.
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PROGRESS INDICATOR	iv.	Using transitions to show relationships between ideas, signal a shift or change in the writer's thoughts, and make sentences clearer.
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PROGRESS INDICATOR	v.	Selecting vocabulary and information to enhance the central idea, tone, and voice.
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PROGRESS INDICATOR	vi.	Expanding and embedding ideas to create sentence variety.
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PROGRESS INDICATOR	vii.	Providing a concluding statement or section.
STRAND / TOPIC		Writing
STANDARD / STRAND	6.W.	The student will compose various works for diverse audiences and purposes, linked to grade six content and texts.
INDICATOR / STANDARD	6.W.3.	Usage and Mechanics
INDICATOR	B.	Self-and peer-edit for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English (See Language Usage for grade level expectations).
STRAND / TOPIC		Language Usage
STANDARD / STRAND	6.LU.	The student will use the conventions of Standard English when speaking and writing differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	6.LU.1.	Grammar
INDICATOR	C.	Use adverbs to modify verbs, adjectives, and other adverbs to express manner, place, time, frequency, degree, and level of certainty precisely when speaking and writing.
STRAND / TOPIC		Language Usage
STANDARD / STRAND	6.LU.	The student will use the conventions of Standard English when speaking and writing differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	6.LU.2.	Mechanics
INDICATOR	A.	Construct complete sentences with appropriate punctuation, avoiding comma splices and run-ons in writing.
INDICATOR	D.	Consult reference materials to check and correct spelling.
STRAND / TOPIC		Communications and Multimodal Literacies
STANDARD / STRAND	6.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	6.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade six topics and texts. This includes:
PROGRESS INDICATOR	i.	Listening actively through verbal and nonverbal communication and using agreed-upon discussion rules.
PROGRESS INDICATOR	ii.	Working respectfully by building on others' ideas and showing value for others' ideas and contributions.
PROGRESS INDICATOR	v.	Paraphrasing and summarizing key ideas being discussed by using ample evidence, examples, or details to support opinions and conclusions.

**STRAND /
TOPIC****Communications and Multimodal Literacies**

STANDARD / STRAND	6.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	6.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Report orally on a topic or present an opinion. This includes:
PROGRESS INDICATOR	iv.	Using verbal communication skills, such as volume, tone, and enunciation to enhance the overall message.

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

Virginia Standards of Learning**Language Arts**

Grade 6 - Adopted: 2024

**STRAND /
TOPIC****Reading and Vocabulary**

STANDARD / STRAND	6.RV.	The student will systematically build vocabulary and word knowledge based on grade six content and texts.
INDICATOR / STANDARD	6.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	H.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.

**STRAND /
TOPIC****Writing**

STANDARD / STRAND	6.W.	The student will compose various works for diverse audiences and purposes, linked to grade six content and texts.
INDICATOR / STANDARD	6.W.1.	Modes and Purposes for Writing
INDICATOR	B.	Write expository texts to examine a topic or concept, logically conveying ideas and information using text structures such as description, comparison, or cause-effect to create cohesion.

**STRAND /
TOPIC****Writing**

STANDARD / STRAND	6.W.	The student will compose various works for diverse audiences and purposes, linked to grade six content and texts.
INDICATOR / STANDARD	6.W.2.	Organization and Composition
INDICATOR	A.	Generate and organize ideas using the writing process (planning, drafting, revising, editing) to develop multi-paragraph texts. This includes:
PROGRESS INDICATOR	i.	Composing a thesis statement that focuses the topic and introduces the piece clearly.
PROGRESS INDICATOR	ii.	Establishing a central idea incorporating evidence and maintaining an organized structure to fit the form and topic.

PROGRESS INDICATOR	iii.	Elaborating and supporting ideas, using relevant facts, definitions, details, quotations, and/or examples.
PROGRESS INDICATOR	iv.	Using transitions to show relationships between ideas, signal a shift or change in the writer's thoughts, and make sentences clearer.
PROGRESS INDICATOR	v.	Selecting vocabulary and information to enhance the central idea, tone, and voice.
PROGRESS INDICATOR	vi.	Expanding and embedding ideas to create sentence variety.
PROGRESS INDICATOR	vii.	Providing a concluding statement or section.

STRAND / TOPIC

Writing

STANDARD / STRAND	6.W.	The student will compose various works for diverse audiences and purposes, linked to grade six content and texts.
INDICATOR / STANDARD	6.W.3.	Usage and Mechanics

INDICATOR B. Self-and peer-edit for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English (See Language Usage for grade level expectations).

STRAND / TOPIC

Language Usage

STANDARD / STRAND	6.LU.	The student will use the conventions of Standard English when speaking and writing differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	6.LU.1.	Grammar

INDICATOR C. Use adverbs to modify verbs, adjectives, and other adverbs to express manner, place, time, frequency, degree, and level of certainty precisely when speaking and writing.

STRAND / TOPIC

Language Usage

STANDARD / STRAND	6.LU.	The student will use the conventions of Standard English when speaking and writing differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	6.LU.2.	Mechanics

INDICATOR A. Construct complete sentences with appropriate punctuation, avoiding comma splices and run-ons in writing.

INDICATOR D. Consult reference materials to check and correct spelling.

STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	6.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
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INDICATOR / STANDARD	6.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade six topics and texts. This includes:
PROGRESS INDICATOR	i.	Listening actively through verbal and nonverbal communication and using agreed-upon discussion rules.
PROGRESS INDICATOR	ii.	Working respectfully by building on others' ideas and showing value for others' ideas and contributions.
PROGRESS INDICATOR	iii.	Asking relevant questions to clarify others' perspectives.
PROGRESS INDICATOR	v.	Paraphrasing and summarizing key ideas being discussed by using ample evidence, examples, or details to support opinions and conclusions.

STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	6.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	6.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Report orally on a topic or present an opinion. This includes:
PROGRESS INDICATOR	iv.	Using verbal communication skills, such as volume, tone, and enunciation to enhance the overall message.

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

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Grade 6 - Adopted: 2024

STRAND / TOPIC

Developing Skilled Readers and Building Reading Stamina

STANDARD / STRAND	6.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
INDICATOR / STANDARD	B.	Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the lower range of the grade 6-8 band (See the Quantitative and Qualitative Analysis chart for determining complexity in the Appendix.) (Text Complexity, 2-12).
INDICATOR / STANDARD	C.	When responding to text through discussion and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).

INDICATOR / STANDARD	D.	Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity level so students can read the texts independently, with peers, or with modest support.). Use this background knowledge as context for new learning (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).
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INDICATOR / STANDARD	E.	Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (Reading Strategies 3-12).
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STRAND / TOPIC

Reading and Vocabulary

STANDARD / STRAND	6.RV.	The student will systematically build vocabulary and word knowledge based on grade six content and texts.
INDICATOR / STANDARD	6.RV.1.	Vocabulary Development and Word Analysis

INDICATOR	A.	Develop and accurately use general academic language and content-specific vocabulary by listening to, reading, and discussing a variety of grade-six texts and topics.
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INDICATOR	B.	Use context and sentence structure to determine multiple meanings of words and clarify the meanings of unfamiliar words and phrases.
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INDICATOR	H.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.
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STRAND / TOPIC

Reading Informational Text

STANDARD / STRAND	6.RI.	The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.
INDICATOR / STANDARD	6.RI.3.	Integration of Concepts

INDICATOR	A.	Describe ideas within and between selections including how specific sentences, paragraphs, or sections contribute to the development of ideas.
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STRAND / TOPIC

Writing

STANDARD / STRAND	6.W.	The student will compose various works for diverse audiences and purposes, linked to grade six content and texts.
INDICATOR / STANDARD	6.W.1.	Modes and Purposes for Writing

INDICATOR	B.	Write expository texts to examine a topic or concept, logically conveying ideas and information using text structures such as description, comparison, or cause-effect to create cohesion.
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INDICATOR	D.	Write reflectively in response to text(s) read to demonstrate thinking with details, examples, and other evidence from the text(s).
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STRAND / TOPIC

Writing

STANDARD / STRAND	6.W.	The student will compose various works for diverse audiences and purposes, linked to grade six content and texts.
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INDICATOR / STANDARD	6.W.2.	Organization and Composition
INDICATOR	A.	Generate and organize ideas using the writing process (planning, drafting, revising, editing) to develop multi-paragraph texts. This includes:

PROGRESS INDICATOR	iii.	Elaborating and supporting ideas, using relevant facts, definitions, details, quotations, and/or examples.
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PROGRESS INDICATOR	vi.	Expanding and embedding ideas to create sentence variety.
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STRAND / TOPIC

Language Usage

STANDARD / STRAND	6.LU.	The student will use the conventions of Standard English when speaking and writing differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	6.LU.2.	Mechanics

INDICATOR	A.	Construct complete sentences with appropriate punctuation, avoiding comma splices and run-ons in writing.
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STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	6.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	6.C.1.	Communication, Listening, and Collaboration

INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade six topics and texts. This includes:
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PROGRESS INDICATOR	i.	Listening actively through verbal and nonverbal communication and using agreed-upon discussion rules.
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PROGRESS INDICATOR	ii.	Working respectfully by building on others' ideas and showing value for others' ideas and contributions.
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PROGRESS INDICATOR	v.	Paraphrasing and summarizing key ideas being discussed by using ample evidence, examples, or details to support opinions and conclusions.
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STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	6.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	6.C.2.	Speaking and Presentation of Ideas

INDICATOR	A.	Report orally on a topic or present an opinion. This includes:
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PROGRESS INDICATOR	iv.	Using verbal communication skills, such as volume, tone, and enunciation to enhance the overall message.
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STRAND / TOPIC

Research

STANDARD / STRAND	6.R.	The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade-six content and texts, solve problems, and support cross-curricular learning.
INDICATOR / STANDARD	6.R.1.	Evaluation and Synthesis of Information
INDICATOR	B.	Collect information from multiple sources, using search terms effectively.
INDICATOR	C.	Organize and synthesize information from multiple sources (primary, secondary, digital, and print) evaluating the relevance, usefulness, validity, and credibility of each source.
INDICATOR	D.	Develop notes that include important concepts and summaries, including quoting, summarizing, and paraphrasing research findings, avoiding plagiarism by using own words and following ethical and legal guidelines for gathering and using information.

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

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STRAND / TOPIC

Developing Skilled Readers and Building Reading Stamina

STANDARD / STRAND	6.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
INDICATOR / STANDARD	B.	Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the lower range of the grade 6-8 band (See the Quantitative and Qualitative Analysis chart for determining complexity in the Appendix.) (Text Complexity, 2-12).
INDICATOR / STANDARD	C.	When responding to text through discussion and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
INDICATOR / STANDARD	D.	Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity level so students can read the texts independently, with peers, or with modest support). Use this background knowledge as context for new learning (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).
INDICATOR / STANDARD	E.	Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (Reading Strategies 3-12).

STRAND / TOPIC

Reading and Vocabulary

STANDARD / STRAND	6.RV.	The student will systematically build vocabulary and word knowledge based on grade six content and texts.
INDICATOR / STANDARD	6.RV.1.	Vocabulary Development and Word Analysis

INDICATOR	A.	Develop and accurately use general academic language and content-specific vocabulary by listening to, reading, and discussing a variety of grade-six texts and topics.
INDICATOR	B.	Use context and sentence structure to determine multiple meanings of words and clarify the meanings of unfamiliar words and phrases.
INDICATOR	D.	Use the relationship between particular words including synonyms and antonyms to better understand each word.
INDICATOR	H.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.

STRAND / TOPIC

Reading Informational Text

STANDARD / STRAND	6.RI.	The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.
INDICATOR / STANDARD	6.RI.3.	Integration of Concepts

INDICATOR	A.	Describe ideas within and between selections including how specific sentences, paragraphs, or sections contribute to the development of ideas.
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STRAND / TOPIC

Writing

STANDARD / STRAND	6.W.	The student will compose various works for diverse audiences and purposes, linked to grade six content and texts.
INDICATOR / STANDARD	6.W.1.	Modes and Purposes for Writing

INDICATOR	B.	Write expository texts to examine a topic or concept, logically conveying ideas and information using text structures such as description, comparison, or cause-effect to create cohesion.
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INDICATOR	D.	Write reflectively in response to text(s) read to demonstrate thinking with details, examples, and other evidence from the text(s).
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STRAND / TOPIC

Writing

STANDARD / STRAND	6.W.	The student will compose various works for diverse audiences and purposes, linked to grade six content and texts.
INDICATOR / STANDARD	6.W.2.	Organization and Composition

INDICATOR	A.	Generate and organize ideas using the writing process (planning, drafting, revising, editing) to develop multi-paragraph texts. This includes:
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PROGRESS INDICATOR	i.	Composing a thesis statement that focuses the topic and introduces the piece clearly.
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PROGRESS INDICATOR	ii.	Establishing a central idea incorporating evidence and maintaining an organized structure to fit the form and topic.
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PROGRESS INDICATOR	iii.	Elaborating and supporting ideas, using relevant facts, definitions, details, quotations, and/or examples.
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PROGRESS INDICATOR	iv.	Using transitions to show relationships between ideas, signal a shift or change in the writer's thoughts, and make sentences clearer.
PROGRESS INDICATOR	v.	Selecting vocabulary and information to enhance the central idea, tone, and voice.
PROGRESS INDICATOR	vi.	Expanding and embedding ideas to create sentence variety.
PROGRESS INDICATOR	vii.	Providing a concluding statement or section.

STRAND / TOPIC

Writing

STANDARD / STRAND	6.W.	The student will compose various works for diverse audiences and purposes, linked to grade six content and texts.
INDICATOR / STANDARD	6.W.3.	Usage and Mechanics

INDICATOR B. Self-and peer-edit for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English (See Language Usage for grade level expectations).

STRAND / TOPIC

Language Usage

STANDARD / STRAND	6.LU.	The student will use the conventions of Standard English when speaking and writing differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	6.LU.1.	Grammar

INDICATOR C. Use adverbs to modify verbs, adjectives, and other adverbs to express manner, place, time, frequency, degree, and level of certainty precisely when speaking and writing.

STRAND / TOPIC

Language Usage

STANDARD / STRAND	6.LU.	The student will use the conventions of Standard English when speaking and writing differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	6.LU.2.	Mechanics

INDICATOR A. Construct complete sentences with appropriate punctuation, avoiding comma splices and run-ons in writing.

INDICATOR D. Consult reference materials to check and correct spelling.

STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	6.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	6.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade six topics and texts. This includes:

PROGRESS INDICATOR	i.	Listening actively through verbal and nonverbal communication and using agreed-upon discussion rules.
PROGRESS INDICATOR	ii.	Working respectfully by building on others' ideas and showing value for others' ideas and contributions.
PROGRESS INDICATOR	v.	Paraphrasing and summarizing key ideas being discussed by using ample evidence, examples, or details to support opinions and conclusions.

STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	6.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	6.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Report orally on a topic or present an opinion. This includes:

PROGRESS INDICATOR iv. Using verbal communication skills, such as volume, tone, and enunciation to enhance the overall message.

STRAND / TOPIC

Research

STANDARD / STRAND	6.R.	The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade-six content and texts, solve problems, and support cross-curricular learning.
INDICATOR / STANDARD	6.R.1.	Evaluation and Synthesis of Information

INDICATOR B. Collect information from multiple sources, using search terms effectively.

INDICATOR C. Organize and synthesize information from multiple sources (primary, secondary, digital, and print) evaluating the relevance, usefulness, validity, and credibility of each source.

INDICATOR D. Develop notes that include important concepts and summaries, including quoting, summarizing, and paraphrasing research findings, avoiding plagiarism by using own words and following ethical and legal guidelines for gathering and using information.

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

Virginia Standards of Learning

Language Arts

Grade 6 - Adopted: 2024

STRAND / TOPIC

Developing Skilled Readers and Building Reading Stamina

STANDARD / STRAND	6.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
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INDICATOR / STANDARD B. Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the lower range of the grade 6-8 band (See the Quantitative and Qualitative Analysis chart for determining complexity in the Appendix.) (Text Complexity, 2-12).

INDICATOR / STANDARD	C.	When responding to text through discussion and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
INDICATOR / STANDARD	D.	Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity level so students can read the texts independently, with peers, or with modest support). Use this background knowledge as context for new learning (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).
INDICATOR / STANDARD	E.	Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (Reading Strategies 3-12).

STRAND / TOPIC

Reading and Vocabulary

STANDARD / STRAND	6.RV.	The student will systematically build vocabulary and word knowledge based on grade six content and texts.
INDICATOR / STANDARD	6.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	A.	Develop and accurately use general academic language and content-specific vocabulary by listening to, reading, and discussing a variety of grade-six texts and topics.
INDICATOR	B.	Use context and sentence structure to determine multiple meanings of words and clarify the meanings of unfamiliar words and phrases.
INDICATOR	H.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.

STRAND / TOPIC

Reading Informational Text

STANDARD / STRAND	6.RI.	The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.
INDICATOR / STANDARD	6.RI.3.	Integration of Concepts
INDICATOR	A.	Describe ideas within and between selections including how specific sentences, paragraphs, or sections contribute to the development of ideas.

STRAND / TOPIC

Writing

STANDARD / STRAND	6.W.	The student will compose various works for diverse audiences and purposes, linked to grade six content and texts.
INDICATOR / STANDARD	6.W.1.	Modes and Purposes for Writing
INDICATOR	B.	Write expository texts to examine a topic or concept, logically conveying ideas and information using text structures such as description, comparison, or cause-effect to create cohesion.

INDICATOR	D.	Write reflectively in response to text(s) read to demonstrate thinking with details, examples, and other evidence from the text(s).
STRAND / TOPIC		Writing
STANDARD / STRAND	6.W.	The student will compose various works for diverse audiences and purposes, linked to grade six content and texts.
INDICATOR / STANDARD	6.W.2.	Organization and Composition
INDICATOR	A.	Generate and organize ideas using the writing process (planning, drafting, revising, editing) to develop multi-paragraph texts. This includes:

PROGRESS INDICATOR	iii.	Elaborating and supporting ideas, using relevant facts, definitions, details, quotations, and/or examples.
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PROGRESS INDICATOR	vi.	Expanding and embedding ideas to create sentence variety.
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STRAND / TOPIC		Language Usage
STANDARD / STRAND	6.LU.	The student will use the conventions of Standard English when speaking and writing differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	6.LU.2.	Mechanics
INDICATOR	A.	Construct complete sentences with appropriate punctuation, avoiding comma splices and run-ons in writing.

STRAND / TOPIC		Communications and Multimodal Literacies
STANDARD / STRAND	6.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	6.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade six topics and texts. This includes:

PROGRESS INDICATOR	i.	Listening actively through verbal and nonverbal communication and using agreed-upon discussion rules.
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PROGRESS INDICATOR	ii.	Working respectfully by building on others' ideas and showing value for others' ideas and contributions.
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PROGRESS INDICATOR	v.	Paraphrasing and summarizing key ideas being discussed by using ample evidence, examples, or details to support opinions and conclusions.
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STRAND / TOPIC		Communications and Multimodal Literacies
STANDARD / STRAND	6.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	6.C.2.	Speaking and Presentation of Ideas

INDICATOR	A.	Report orally on a topic or present an opinion. This includes:
PROGRESS INDICATOR	iv.	Using verbal communication skills, such as volume, tone, and enunciation to enhance the overall message.
STRAND / TOPIC		Research
STANDARD / STRAND	6.R.	The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade-six content and texts, solve problems, and support cross-curricular learning.
INDICATOR / STANDARD	6.R.1.	Evaluation and Synthesis of Information
INDICATOR	B.	Collect information from multiple sources, using search terms effectively.
INDICATOR	C.	Organize and synthesize information from multiple sources (primary, secondary, digital, and print) evaluating the relevance, usefulness, validity, and credibility of each source.
INDICATOR	D.	Develop notes that include important concepts and summaries, including quoting, summarizing, and paraphrasing research findings, avoiding plagiarism by using own words and following ethical and legal guidelines for gathering and using information.

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

Virginia Standards of Learning

Language Arts

Grade 6 - Adopted: 2024

STRAND / TOPIC

Developing Skilled Readers and Building Reading Stamina

STANDARD / STRAND	6.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
INDICATOR / STANDARD	B.	Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the lower range of the grade 6-8 band (See the Quantitative and Qualitative Analysis chart for determining complexity in the Appendix.) (Text Complexity, 2-12).
INDICATOR / STANDARD	C.	When responding to text through discussion and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
INDICATOR / STANDARD	D.	Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity level so students can read the texts independently, with peers, or with modest support). Use this background knowledge as context for new learning (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).
INDICATOR / STANDARD	E.	Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (Reading Strategies 3-12).

**STRAND /
TOPIC****Reading and Vocabulary**

STANDARD / STRAND	6.RV.	The student will systematically build vocabulary and word knowledge based on grade six content and texts.
INDICATOR / STANDARD	6.RV.1.	Vocabulary Development and Word Analysis

INDICATOR	A.	Develop and accurately use general academic language and content-specific vocabulary by listening to, reading, and discussing a variety of grade-six texts and topics.
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INDICATOR	B.	Use context and sentence structure to determine multiple meanings of words and clarify the meanings of unfamiliar words and phrases.
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INDICATOR	H.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.
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**STRAND /
TOPIC****Reading Informational Text**

STANDARD / STRAND	6.RI.	The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.
INDICATOR / STANDARD	6.RI.3.	Integration of Concepts

INDICATOR	A.	Describe ideas within and between selections including how specific sentences, paragraphs, or sections contribute to the development of ideas.
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**STRAND /
TOPIC****Writing**

STANDARD / STRAND	6.W.	The student will compose various works for diverse audiences and purposes, linked to grade six content and texts.
INDICATOR / STANDARD	6.W.1.	Modes and Purposes for Writing

INDICATOR	B.	Write expository texts to examine a topic or concept, logically conveying ideas and information using text structures such as description, comparison, or cause-effect to create cohesion.
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INDICATOR	D.	Write reflectively in response to text(s) read to demonstrate thinking with details, examples, and other evidence from the text(s).
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**STRAND /
TOPIC****Writing**

STANDARD / STRAND	6.W.	The student will compose various works for diverse audiences and purposes, linked to grade six content and texts.
INDICATOR / STANDARD	6.W.2.	Organization and Composition

INDICATOR	A.	Generate and organize ideas using the writing process (planning, drafting, revising, editing) to develop multi-paragraph texts. This includes:
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PROGRESS INDICATOR	i.	Composing a thesis statement that focuses the topic and introduces the piece clearly.
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PROGRESS INDICATOR	ii.	Establishing a central idea incorporating evidence and maintaining an organized structure to fit the form and topic.
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PROGRESS INDICATOR	iii.	Elaborating and supporting ideas, using relevant facts, definitions, details, quotations, and/or examples.
PROGRESS INDICATOR	iv.	Using transitions to show relationships between ideas, signal a shift or change in the writer's thoughts, and make sentences clearer.
PROGRESS INDICATOR	v.	Selecting vocabulary and information to enhance the central idea, tone, and voice.
PROGRESS INDICATOR	vi.	Expanding and embedding ideas to create sentence variety.
PROGRESS INDICATOR	vii.	Providing a concluding statement or section.

STRAND / TOPIC

Writing

STANDARD / STRAND	6.W.	The student will compose various works for diverse audiences and purposes, linked to grade six content and texts.
INDICATOR / STANDARD	6.W.3.	Usage and Mechanics

INDICATOR B. Self-and peer-edit for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English (See Language Usage for grade level expectations).

STRAND / TOPIC

Language Usage

STANDARD / STRAND	6.LU.	The student will use the conventions of Standard English when speaking and writing differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	6.LU.1.	Grammar

INDICATOR C. Use adverbs to modify verbs, adjectives, and other adverbs to express manner, place, time, frequency, degree, and level of certainty precisely when speaking and writing.

STRAND / TOPIC

Language Usage

STANDARD / STRAND	6.LU.	The student will use the conventions of Standard English when speaking and writing differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	6.LU.2.	Mechanics

INDICATOR A. Construct complete sentences with appropriate punctuation, avoiding comma splices and run-ons in writing.

INDICATOR D. Consult reference materials to check and correct spelling.

STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	6.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
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INDICATOR / STANDARD	6.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade six topics and texts. This includes:
PROGRESS INDICATOR	i.	Listening actively through verbal and nonverbal communication and using agreed-upon discussion rules.
PROGRESS INDICATOR	ii.	Working respectfully by building on others' ideas and showing value for others' ideas and contributions.
PROGRESS INDICATOR	v.	Paraphrasing and summarizing key ideas being discussed by using ample evidence, examples, or details to support opinions and conclusions.

STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	6.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	6.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Report orally on a topic or present an opinion. This includes:
PROGRESS INDICATOR	iv.	Using verbal communication skills, such as volume, tone, and enunciation to enhance the overall message.

STRAND / TOPIC

Research

STANDARD / STRAND	6.R.	The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade-six content and texts, solve problems, and support cross-curricular learning.
INDICATOR / STANDARD	6.R.1.	Evaluation and Synthesis of Information
INDICATOR	B.	Collect information from multiple sources, using search terms effectively.
INDICATOR	C.	Organize and synthesize information from multiple sources (primary, secondary, digital, and print) evaluating the relevance, usefulness, validity, and credibility of each source.
INDICATOR	D.	Develop notes that include important concepts and summaries, including quoting, summarizing, and paraphrasing research findings, avoiding plagiarism by using own words and following ethical and legal guidelines for gathering and using information.

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

Virginia Standards of Learning

Language Arts

Grade 6 - Adopted: 2024

STRAND / TOPIC

Reading and Vocabulary

STANDARD / STRAND	6.RV.	The student will systematically build vocabulary and word knowledge based on grade six content and texts.
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PROGRESS INDICATOR	v.	Selecting vocabulary and information to enhance the central idea, tone, and voice.
PROGRESS INDICATOR	vi.	Expanding and embedding ideas to create sentence variety.
PROGRESS INDICATOR	vii.	Providing a concluding statement or section.
STRAND / TOPIC		Writing
STANDARD / STRAND	6.W.	The student will compose various works for diverse audiences and purposes, linked to grade six content and texts.
INDICATOR / STANDARD	6.W.3.	Usage and Mechanics
INDICATOR	B.	Self-and peer-edit for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English (See Language Usage for grade level expectations).
STRAND / TOPIC		Language Usage
STANDARD / STRAND	6.LU.	The student will use the conventions of Standard English when speaking and writing differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	6.LU.1.	Grammar
INDICATOR	C.	Use adverbs to modify verbs, adjectives, and other adverbs to express manner, place, time, frequency, degree, and level of certainty precisely when speaking and writing.
STRAND / TOPIC		Language Usage
STANDARD / STRAND	6.LU.	The student will use the conventions of Standard English when speaking and writing differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	6.LU.2.	Mechanics
INDICATOR	A.	Construct complete sentences with appropriate punctuation, avoiding comma splices and run-ons in writing.
INDICATOR	D.	Consult reference materials to check and correct spelling.
STRAND / TOPIC		Communications and Multimodal Literacies
STANDARD / STRAND	6.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	6.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade six topics and texts. This includes:
PROGRESS INDICATOR	i.	Listening actively through verbal and nonverbal communication and using agreed-upon discussion rules.

PROGRESS INDICATOR	ii.	Working respectfully by building on others' ideas and showing value for others' ideas and contributions.
PROGRESS INDICATOR	iii.	Asking relevant questions to clarify others' perspectives.
PROGRESS INDICATOR	v.	Paraphrasing and summarizing key ideas being discussed by using ample evidence, examples, or details to support opinions and conclusions.

STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	6.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	6.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Report orally on a topic or present an opinion. This includes:

PROGRESS INDICATOR	iv.	Using verbal communication skills, such as volume, tone, and enunciation to enhance the overall message.
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STRAND / TOPIC

Research

STANDARD / STRAND	6.R.	The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade-six content and texts, solve problems, and support cross-curricular learning.
INDICATOR / STANDARD	6.R.1.	Evaluation and Synthesis of Information

INDICATOR	D.	Develop notes that include important concepts and summaries, including quoting, summarizing, and paraphrasing research findings, avoiding plagiarism by using own words and following ethical and legal guidelines for gathering and using information.
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Lesson 22: Unit 7 Inventive Writing, p. 191-198

Virginia Standards of Learning

Language Arts

Grade 6 - Adopted: 2024

STRAND / TOPIC

Reading and Vocabulary

STANDARD / STRAND	6.RV.	The student will systematically build vocabulary and word knowledge based on grade six content and texts.
INDICATOR / STANDARD	6.RV.1.	Vocabulary Development and Word Analysis

INDICATOR	H.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.
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STRAND / TOPIC

Writing

STANDARD / STRAND	6.W.	The student will compose various works for diverse audiences and purposes, linked to grade six content and texts.
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INDICATOR / STANDARD	6.W.1.	Modes and Purposes for Writing
INDICATOR	B.	Write expository texts to examine a topic or concept, logically conveying ideas and information using text structures such as description, comparison, or cause-effect to create cohesion.

INDICATOR	D.	Write reflectively in response to text(s) read to demonstrate thinking with details, examples, and other evidence from the text(s).
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STRAND / TOPIC

Writing

STANDARD / STRAND	6.W.	The student will compose various works for diverse audiences and purposes, linked to grade six content and texts.
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INDICATOR / STANDARD	6.W.2.	Organization and Composition
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INDICATOR	A.	Generate and organize ideas using the writing process (planning, drafting, revising, editing) to develop multi-paragraph texts. This includes:
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PROGRESS INDICATOR	i.	Composing a thesis statement that focuses the topic and introduces the piece clearly.
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PROGRESS INDICATOR	ii.	Establishing a central idea incorporating evidence and maintaining an organized structure to fit the form and topic.
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PROGRESS INDICATOR	iii.	Elaborating and supporting ideas, using relevant facts, definitions, details, quotations, and/or examples.
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PROGRESS INDICATOR	iv.	Using transitions to show relationships between ideas, signal a shift or change in the writer's thoughts, and make sentences clearer.
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PROGRESS INDICATOR	v.	Selecting vocabulary and information to enhance the central idea, tone, and voice.
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PROGRESS INDICATOR	vi.	Expanding and embedding ideas to create sentence variety.
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PROGRESS INDICATOR	vii.	Providing a concluding statement or section.
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STRAND / TOPIC

Writing

STANDARD / STRAND	6.W.	The student will compose various works for diverse audiences and purposes, linked to grade six content and texts.
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INDICATOR / STANDARD	6.W.3.	Usage and Mechanics
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INDICATOR	B.	Self-and peer-edit for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English (See Language Usage for grade level expectations).
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STRAND / TOPIC

Language Usage

STANDARD / STRAND	6.LU.	The student will use the conventions of Standard English when speaking and writing differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
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INDICATOR / STANDARD	6.LU.1.	Grammar
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INDICATOR C. Use adverbs to modify verbs, adjectives, and other adverbs to express manner, place, time, frequency, degree, and level of certainty precisely when speaking and writing.

STRAND / TOPIC **Language Usage**

STANDARD / STRAND	6.LU.	The student will use the conventions of Standard English when speaking and writing differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
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INDICATOR / STANDARD	6.LU.2.	Mechanics
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INDICATOR A. Construct complete sentences with appropriate punctuation, avoiding comma splices and run-ons in writing.

INDICATOR D. Consult reference materials to check and correct spelling.

STRAND / TOPIC **Communications and Multimodal Literacies**

STANDARD / STRAND	6.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
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INDICATOR / STANDARD	6.C.1.	Communication, Listening, and Collaboration
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INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade six topics and texts. This includes:
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PROGRESS INDICATOR i. Listening actively through verbal and nonverbal communication and using agreed-upon discussion rules.

PROGRESS INDICATOR ii. Working respectfully by building on others' ideas and showing value for others' ideas and contributions.

PROGRESS INDICATOR v. Paraphrasing and summarizing key ideas being discussed by using ample evidence, examples, or details to support opinions and conclusions.

STRAND / TOPIC **Communications and Multimodal Literacies**

STANDARD / STRAND	6.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
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INDICATOR / STANDARD	6.C.2.	Speaking and Presentation of Ideas
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INDICATOR	A.	Report orally on a topic or present an opinion. This includes:
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PROGRESS INDICATOR iv. Using verbal communication skills, such as volume, tone, and enunciation to enhance the overall message.

STRAND / TOPIC **Research**

STANDARD / STRAND	6.R.	The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade-six content and texts, solve problems, and support cross-curricular learning.
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INDICATOR / STANDARD	6.R.1.	Evaluation and Synthesis of Information
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INDICATOR	D.	Develop notes that include important concepts and summaries, including quoting, summarizing, and paraphrasing research findings, avoiding plagiarism by using own words and following ethical and legal guidelines for gathering and using information.
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Lesson 23: Unit 7 Inventive Writing, p. 199-204

Virginia Standards of Learning

Language Arts

Grade 6 - Adopted: 2024

STRAND / TOPIC	Reading and Vocabulary	
STANDARD / STRAND	6.RV.	The student will systematically build vocabulary and word knowledge based on grade six content and texts.
INDICATOR / STANDARD	6.RV.1.	Vocabulary Development and Word Analysis

INDICATOR	H.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.
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STRAND / TOPIC	Writing	
STANDARD / STRAND	6.W.	The student will compose various works for diverse audiences and purposes, linked to grade six content and texts.
INDICATOR / STANDARD	6.W.1.	Modes and Purposes for Writing

INDICATOR	B.	Write expository texts to examine a topic or concept, logically conveying ideas and information using text structures such as description, comparison, or cause-effect to create cohesion.
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INDICATOR	D.	Write reflectively in response to text(s) read to demonstrate thinking with details, examples, and other evidence from the text(s).
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STRAND / TOPIC	Writing	
STANDARD / STRAND	6.W.	The student will compose various works for diverse audiences and purposes, linked to grade six content and texts.
INDICATOR / STANDARD	6.W.2.	Organization and Composition

INDICATOR	A.	Generate and organize ideas using the writing process (planning, drafting, revising, editing) to develop multi-paragraph texts. This includes:
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PROGRESS INDICATOR	i.	Composing a thesis statement that focuses the topic and introduces the piece clearly.
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PROGRESS INDICATOR	ii.	Establishing a central idea incorporating evidence and maintaining an organized structure to fit the form and topic.
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PROGRESS INDICATOR	iii.	Elaborating and supporting ideas, using relevant facts, definitions, details, quotations, and/or examples.
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PROGRESS INDICATOR	iv.	Using transitions to show relationships between ideas, signal a shift or change in the writer's thoughts, and make sentences clearer.
PROGRESS INDICATOR	v.	Selecting vocabulary and information to enhance the central idea, tone, and voice.
PROGRESS INDICATOR	vi.	Expanding and embedding ideas to create sentence variety.
PROGRESS INDICATOR	vii.	Providing a concluding statement or section.

STRAND / TOPIC

Writing

STANDARD / STRAND	6.W.	The student will compose various works for diverse audiences and purposes, linked to grade six content and texts.
INDICATOR / STANDARD	6.W.3.	Usage and Mechanics

INDICATOR B. Self-and peer-edit for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English (See Language Usage for grade level expectations).

STRAND / TOPIC

Language Usage

STANDARD / STRAND	6.LU.	The student will use the conventions of Standard English when speaking and writing differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	6.LU.1.	Grammar

INDICATOR C. Use adverbs to modify verbs, adjectives, and other adverbs to express manner, place, time, frequency, degree, and level of certainty precisely when speaking and writing.

STRAND / TOPIC

Language Usage

STANDARD / STRAND	6.LU.	The student will use the conventions of Standard English when speaking and writing differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	6.LU.2.	Mechanics

INDICATOR A. Construct complete sentences with appropriate punctuation, avoiding comma splices and run-ons in writing.

INDICATOR D. Consult reference materials to check and correct spelling.

STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	6.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	6.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade six topics and texts. This includes:

PROGRESS INDICATOR	i.	Listening actively through verbal and nonverbal communication and using agreed-upon discussion rules.
PROGRESS INDICATOR	ii.	Working respectfully by building on others' ideas and showing value for others' ideas and contributions.
PROGRESS INDICATOR	iii.	Asking relevant questions to clarify others' perspectives.
PROGRESS INDICATOR	v.	Paraphrasing and summarizing key ideas being discussed by using ample evidence, examples, or details to support opinions and conclusions.

STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	6.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	6.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Report orally on a topic or present an opinion. This includes:
PROGRESS INDICATOR	iv.	Using verbal communication skills, such as volume, tone, and enunciation to enhance the overall message.

STRAND / TOPIC

Research

STANDARD / STRAND	6.R.	The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade-six content and texts, solve problems, and support cross-curricular learning.
INDICATOR / STANDARD	6.R.1.	Evaluation and Synthesis of Information
INDICATOR	D.	Develop notes that include important concepts and summaries, including quoting, summarizing, and paraphrasing research findings, avoiding plagiarism by using own words and following ethical and legal guidelines for gathering and using information.

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

Virginia Standards of Learning

Language Arts

Grade 6 - Adopted: 2024

STRAND / TOPIC

Developing Skilled Readers and Building Reading Stamina

STANDARD / STRAND	6.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
INDICATOR / STANDARD	B.	Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the lower range of the grade 6-8 band (See the Quantitative and Qualitative Analysis chart for determining complexity in the Appendix.) (Text Complexity, 2-12).

INDICATOR / STANDARD	C.	When responding to text through discussion and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
INDICATOR / STANDARD	D.	Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity level so students can read the texts independently, with peers, or with modest support). Use this background knowledge as context for new learning (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).
INDICATOR / STANDARD	E.	Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (Reading Strategies 3-12).

STRAND / TOPIC

Reading and Vocabulary

STANDARD / STRAND	6.RV.	The student will systematically build vocabulary and word knowledge based on grade six content and texts.
INDICATOR / STANDARD	6.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	A.	Develop and accurately use general academic language and content-specific vocabulary by listening to, reading, and discussing a variety of grade-six texts and topics.
INDICATOR	B.	Use context and sentence structure to determine multiple meanings of words and clarify the meanings of unfamiliar words and phrases.
INDICATOR	H.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.

STRAND / TOPIC

Reading Informational Text

STANDARD / STRAND	6.RI.	The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.
INDICATOR / STANDARD	6.RI.3.	Integration of Concepts
INDICATOR	A.	Describe ideas within and between selections including how specific sentences, paragraphs, or sections contribute to the development of ideas.

STRAND / TOPIC

Writing

STANDARD / STRAND	6.W.	The student will compose various works for diverse audiences and purposes, linked to grade six content and texts.
INDICATOR / STANDARD	6.W.1.	Modes and Purposes for Writing
INDICATOR	B.	Write expository texts to examine a topic or concept, logically conveying ideas and information using text structures such as description, comparison, or cause-effect to create cohesion.
INDICATOR	D.	Write reflectively in response to text(s) read to demonstrate thinking with details, examples, and other evidence from the text(s).

**STRAND /
TOPIC****Writing**

STANDARD / STRAND	6.W.	The student will compose various works for diverse audiences and purposes, linked to grade six content and texts.
INDICATOR / STANDARD	6.W.2.	Organization and Composition
INDICATOR	A.	Generate and organize ideas using the writing process (planning, drafting, revising, editing) to develop multi-paragraph texts. This includes:
PROGRESS INDICATOR	i.	Composing a thesis statement that focuses the topic and introduces the piece clearly.
PROGRESS INDICATOR	ii.	Establishing a central idea incorporating evidence and maintaining an organized structure to fit the form and topic.
PROGRESS INDICATOR	iii.	Elaborating and supporting ideas, using relevant facts, definitions, details, quotations, and/or examples.
PROGRESS INDICATOR	iv.	Using transitions to show relationships between ideas, signal a shift or change in the writer's thoughts, and make sentences clearer.
PROGRESS INDICATOR	v.	Selecting vocabulary and information to enhance the central idea, tone, and voice.
PROGRESS INDICATOR	vi.	Expanding and embedding ideas to create sentence variety.
PROGRESS INDICATOR	vii.	Providing a concluding statement or section.

**STRAND /
TOPIC****Writing**

STANDARD / STRAND	6.W.	The student will compose various works for diverse audiences and purposes, linked to grade six content and texts.
INDICATOR / STANDARD	6.W.3.	Usage and Mechanics
INDICATOR	B.	Self-and peer-edit for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English (See Language Usage for grade level expectations).

**STRAND /
TOPIC****Language Usage**

STANDARD / STRAND	6.LU.	The student will use the conventions of Standard English when speaking and writing differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	6.LU.1.	Grammar
INDICATOR	C.	Use adverbs to modify verbs, adjectives, and other adverbs to express manner, place, time, frequency, degree, and level of certainty precisely when speaking and writing.

**STRAND /
TOPIC****Language Usage**

STANDARD / STRAND	6.LU.	The student will use the conventions of Standard English when speaking and writing differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	6.LU.2.	Mechanics

INDICATOR	A.	Construct complete sentences with appropriate punctuation, avoiding comma splices and run-ons in writing.
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INDICATOR	D.	Consult reference materials to check and correct spelling.
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STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	6.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
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INDICATOR / STANDARD	6.C.1.	Communication, Listening, and Collaboration
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INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade six topics and texts. This includes:
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PROGRESS INDICATOR	i.	Listening actively through verbal and nonverbal communication and using agreed-upon discussion rules.
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PROGRESS INDICATOR	ii.	Working respectfully by building on others' ideas and showing value for others' ideas and contributions.
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PROGRESS INDICATOR	iii.	Asking relevant questions to clarify others' perspectives.
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PROGRESS INDICATOR	v.	Paraphrasing and summarizing key ideas being discussed by using ample evidence, examples, or details to support opinions and conclusions.
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STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	6.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
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INDICATOR / STANDARD	6.C.2.	Speaking and Presentation of Ideas
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INDICATOR	A.	Report orally on a topic or present an opinion. This includes:
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PROGRESS INDICATOR	iv.	Using verbal communication skills, such as volume, tone, and enunciation to enhance the overall message.
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Lesson 25: Unit 8 Formal Essay Models, p. 215-224

Virginia Standards of Learning

Language Arts

Grade 6 - Adopted: 2024

STRAND / TOPIC

Developing Skilled Readers and Building Reading Stamina

STANDARD / STRAND	6.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
INDICATOR / STANDARD	B.	Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the lower range of the grade 6-8 band (See the Quantitative and Qualitative Analysis chart for determining complexity in the Appendix.) (Text Complexity, 2-12).
INDICATOR / STANDARD	C.	When responding to text through discussion and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
INDICATOR / STANDARD	D.	Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity level so students can read the texts independently, with peers, or with modest support). Use this background knowledge as context for new learning (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).
INDICATOR / STANDARD	E.	Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (Reading Strategies 3-12).

STRAND / TOPIC

Reading and Vocabulary

STANDARD / STRAND	6.RV.	The student will systematically build vocabulary and word knowledge based on grade six content and texts.
INDICATOR / STANDARD	6.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	A.	Develop and accurately use general academic language and content-specific vocabulary by listening to, reading, and discussing a variety of grade-six texts and topics.
INDICATOR	B.	Use context and sentence structure to determine multiple meanings of words and clarify the meanings of unfamiliar words and phrases.
INDICATOR	H.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.

STRAND / TOPIC

Reading Informational Text

STANDARD / STRAND	6.RI.	The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.
INDICATOR / STANDARD	6.RI.3.	Integration of Concepts
INDICATOR	A.	Describe ideas within and between selections including how specific sentences, paragraphs, or sections contribute to the development of ideas.

STRAND / TOPIC

Writing

STANDARD / STRAND	6.W.	The student will compose various works for diverse audiences and purposes, linked to grade six content and texts.
INDICATOR / STANDARD	6.W.1.	Modes and Purposes for Writing

INDICATOR	B.	Write expository texts to examine a topic or concept, logically conveying ideas and information using text structures such as description, comparison, or cause-effect to create cohesion.
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INDICATOR	D.	Write reflectively in response to text(s) read to demonstrate thinking with details, examples, and other evidence from the text(s).
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STRAND / TOPIC

Writing

STANDARD / STRAND	6.W.	The student will compose various works for diverse audiences and purposes, linked to grade six content and texts.
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INDICATOR / STANDARD	6.W.2.	Organization and Composition
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INDICATOR	A.	Generate and organize ideas using the writing process (planning, drafting, revising, editing) to develop multi-paragraph texts. This includes:
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PROGRESS INDICATOR	iii.	Elaborating and supporting ideas, using relevant facts, definitions, details, quotations, and/or examples.
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STRAND / TOPIC

Language Usage

STANDARD / STRAND	6.LU.	The student will use the conventions of Standard English when speaking and writing differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
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INDICATOR / STANDARD	6.LU.2.	Mechanics
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INDICATOR	A.	Construct complete sentences with appropriate punctuation, avoiding comma splices and run-ons in writing.
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STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	6.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
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INDICATOR / STANDARD	6.C.1.	Communication, Listening, and Collaboration
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INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade six topics and texts. This includes:
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PROGRESS INDICATOR	i.	Listening actively through verbal and nonverbal communication and using agreed-upon discussion rules.
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PROGRESS INDICATOR	ii.	Working respectfully by building on others' ideas and showing value for others' ideas and contributions.
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PROGRESS INDICATOR	v.	Paraphrasing and summarizing key ideas being discussed by using ample evidence, examples, or details to support opinions and conclusions.
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STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	6.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
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INDICATOR / STANDARD	6.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Report orally on a topic or present an opinion. This includes:
PROGRESS INDICATOR	iv.	Using verbal communication skills, such as volume, tone, and enunciation to enhance the overall message.

STRAND / TOPIC

Research

STANDARD / STRAND	6.R.	The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade-six content and texts, solve problems, and support cross-curricular learning.
INDICATOR / STANDARD	6.R.1.	Evaluation and Synthesis of Information

INDICATOR	B.	Collect information from multiple sources, using search terms effectively.
INDICATOR	C.	Organize and synthesize information from multiple sources (primary, secondary, digital, and print) evaluating the relevance, usefulness, validity, and credibility of each source.
INDICATOR	D.	Develop notes that include important concepts and summaries, including quoting, summarizing, and paraphrasing research findings, avoiding plagiarism by using own words and following ethical and legal guidelines for gathering and using information.

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

Virginia Standards of Learning

Language Arts

Grade 6 - Adopted: 2024

STRAND / TOPIC

Reading and Vocabulary

STANDARD / STRAND	6.RV.	The student will systematically build vocabulary and word knowledge based on grade six content and texts.
INDICATOR / STANDARD	6.RV.1.	Vocabulary Development and Word Analysis

INDICATOR	H.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.
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STRAND / TOPIC

Writing

STANDARD / STRAND	6.W.	The student will compose various works for diverse audiences and purposes, linked to grade six content and texts.
INDICATOR / STANDARD	6.W.1.	Modes and Purposes for Writing

INDICATOR	B.	Write expository texts to examine a topic or concept, logically conveying ideas and information using text structures such as description, comparison, or cause-effect to create cohesion.
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STRAND / TOPIC

Writing

STANDARD / STRAND	6.W.	The student will compose various works for diverse audiences and purposes, linked to grade six content and texts.
INDICATOR / STANDARD	6.W.2.	Organization and Composition
INDICATOR	A.	Generate and organize ideas using the writing process (planning, drafting, revising, editing) to develop multi-paragraph texts. This includes:
PROGRESS INDICATOR	i.	Composing a thesis statement that focuses the topic and introduces the piece clearly.
PROGRESS INDICATOR	ii.	Establishing a central idea incorporating evidence and maintaining an organized structure to fit the form and topic.
PROGRESS INDICATOR	iii.	Elaborating and supporting ideas, using relevant facts, definitions, details, quotations, and/or examples.
PROGRESS INDICATOR	iv.	Using transitions to show relationships between ideas, signal a shift or change in the writer's thoughts, and make sentences clearer.
PROGRESS INDICATOR	v.	Selecting vocabulary and information to enhance the central idea, tone, and voice.
PROGRESS INDICATOR	vi.	Expanding and embedding ideas to create sentence variety.
PROGRESS INDICATOR	vii.	Providing a concluding statement or section.

STRAND / TOPIC

Writing

STANDARD / STRAND	6.W.	The student will compose various works for diverse audiences and purposes, linked to grade six content and texts.
INDICATOR / STANDARD	6.W.3.	Usage and Mechanics

INDICATOR B. Self-and peer-edit for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English (See Language Usage for grade level expectations).

STRAND / TOPIC

Language Usage

STANDARD / STRAND	6.LU.	The student will use the conventions of Standard English when speaking and writing differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	6.LU.1.	Grammar

INDICATOR C. Use adverbs to modify verbs, adjectives, and other adverbs to express manner, place, time, frequency, degree, and level of certainty precisely when speaking and writing.

STRAND / TOPIC

Language Usage

STANDARD / STRAND	6.LU.	The student will use the conventions of Standard English when speaking and writing differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
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INDICATOR / STANDARD	B.	Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the lower range of the grade 6-8 band (See the Quantitative and Qualitative Analysis chart for determining complexity in the Appendix.) (Text Complexity, 2-12).
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INDICATOR / STANDARD	E.	Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (Reading Strategies 3-12).
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STRAND / TOPIC

Reading and Vocabulary

STANDARD / STRAND	6.RV.	The student will systematically build vocabulary and word knowledge based on grade six content and texts.
INDICATOR / STANDARD	6.RV.1.	Vocabulary Development and Word Analysis

INDICATOR	A.	Develop and accurately use general academic language and content-specific vocabulary by listening to, reading, and discussing a variety of grade-six texts and topics.
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INDICATOR	B.	Use context and sentence structure to determine multiple meanings of words and clarify the meanings of unfamiliar words and phrases.
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INDICATOR	H.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.
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STRAND / TOPIC

Reading Literary Text

STANDARD / STRAND	6.RL.	The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of grade-level complex literary texts read to include short stories, literary nonfiction, novels, poetry, and drama.
INDICATOR / STANDARD	6.RL.1.	Key Ideas and Plot Details

INDICATOR	B.	Describe plot developments in stories and dramas by examining the exposition, initiating event, central conflict, rising action, climax, falling action, and resolution.
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INDICATOR	C.	Differentiate between internal and external conflicts (e.g., individual vs. Individual, individual vs. Nature, individual vs. Society, individual vs. Technology, and individual vs. Self) and explain how they impact character development and plot.
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INDICATOR	D.	Explain how static and dynamic characters impact the plot.
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INDICATOR	E.	Explain the role of the protagonist and antagonist on plot events.
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STRAND / TOPIC

Reading Literary Text

STANDARD / STRAND	6.RL.	The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of grade-level complex literary texts read to include short stories, literary nonfiction, novels, poetry, and drama.
INDICATOR / STANDARD	6.RL.3.	Integration of Concepts

INDICATOR	A.	Describe how the interactions between individuals, settings, events, and ideas within a text influence one another.
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STRAND / TOPIC**Writing**

STANDARD / STRAND	6.W.	The student will compose various works for diverse audiences and purposes, linked to grade six content and texts.
INDICATOR / STANDARD	6.W.1.	Modes and Purposes for Writing

INDICATOR B. Write expository texts to examine a topic or concept, logically conveying ideas and information using text structures such as description, comparison, or cause-effect to create cohesion.

STRAND / TOPIC**Writing**

STANDARD / STRAND	6.W.	The student will compose various works for diverse audiences and purposes, linked to grade six content and texts.
INDICATOR / STANDARD	6.W.2.	Organization and Composition
INDICATOR	A.	Generate and organize ideas using the writing process (planning, drafting, revising, editing) to develop multi-paragraph texts. This includes:

PROGRESS INDICATOR i. Composing a thesis statement that focuses the topic and introduces the piece clearly.

PROGRESS INDICATOR ii. Establishing a central idea incorporating evidence and maintaining an organized structure to fit the form and topic.

PROGRESS INDICATOR iii. Elaborating and supporting ideas, using relevant facts, definitions, details, quotations, and/or examples.

PROGRESS INDICATOR iv. Using transitions to show relationships between ideas, signal a shift or change in the writer's thoughts, and make sentences clearer.

PROGRESS INDICATOR v. Selecting vocabulary and information to enhance the central idea, tone, and voice.

PROGRESS INDICATOR vi. Expanding and embedding ideas to create sentence variety.

PROGRESS INDICATOR vii. Providing a concluding statement or section.

STRAND / TOPIC**Writing**

STANDARD / STRAND	6.W.	The student will compose various works for diverse audiences and purposes, linked to grade six content and texts.
INDICATOR / STANDARD	6.W.3.	Usage and Mechanics

INDICATOR B. Self-and peer-edit for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English (See Language Usage for grade level expectations).

**STRAND /
TOPIC****Language Usage**

STANDARD / STRAND	6.LU.	The student will use the conventions of Standard English when speaking and writing differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	6.LU.1.	Grammar

INDICATOR C. Use adverbs to modify verbs, adjectives, and other adverbs to express manner, place, time, frequency, degree, and level of certainty precisely when speaking and writing.

**STRAND /
TOPIC****Language Usage**

STANDARD / STRAND	6.LU.	The student will use the conventions of Standard English when speaking and writing differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	6.LU.2.	Mechanics

INDICATOR A. Construct complete sentences with appropriate punctuation, avoiding comma splices and run-ons in writing.

INDICATOR D. Consult reference materials to check and correct spelling.

**STRAND /
TOPIC****Communications and Multimodal Literacies**

STANDARD / STRAND	6.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	6.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade six topics and texts. This includes:

PROGRESS INDICATOR i. Listening actively through verbal and nonverbal communication and using agreed-upon discussion rules.

PROGRESS INDICATOR ii. Working respectfully by building on others' ideas and showing value for others' ideas and contributions.

PROGRESS INDICATOR v. Paraphrasing and summarizing key ideas being discussed by using ample evidence, examples, or details to support opinions and conclusions.

**STRAND /
TOPIC****Communications and Multimodal Literacies**

STANDARD / STRAND	6.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	6.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Report orally on a topic or present an opinion. This includes:

PROGRESS INDICATOR iv. Using verbal communication skills, such as volume, tone, and enunciation to enhance the overall message.

Virginia Standards of Learning

Language Arts

Grade 6 - Adopted: 2024

STRAND /
TOPIC

Developing Skilled Readers and Building Reading Stamina

STANDARD / STRAND	6.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
INDICATOR / STANDARD	B.	Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the lower range of the grade 6-8 band (See the Quantitative and Qualitative Analysis chart for determining complexity in the Appendix.) (Text Complexity, 2-12).
INDICATOR / STANDARD	C.	When responding to text through discussion and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
INDICATOR / STANDARD	D.	Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity level so students can read the texts independently, with peers, or with modest support). Use this background knowledge as context for new learning (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).
INDICATOR / STANDARD	E.	Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (Reading Strategies 3-12).

STRAND /
TOPIC

Reading and Vocabulary

STANDARD / STRAND	6.RV.	The student will systematically build vocabulary and word knowledge based on grade six content and texts.
INDICATOR / STANDARD	6.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	A.	Develop and accurately use general academic language and content-specific vocabulary by listening to, reading, and discussing a variety of grade-six texts and topics.
INDICATOR	B.	Use context and sentence structure to determine multiple meanings of words and clarify the meanings of unfamiliar words and phrases.
INDICATOR	H.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.

STRAND /
TOPIC

Reading Literary Text

STANDARD / STRAND	6.RL.	The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of grade-level complex literary texts read to include short stories, literary nonfiction, novels, poetry, and drama.
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PROGRESS INDICATOR	vi.	Expanding and embedding ideas to create sentence variety.
PROGRESS INDICATOR	vii.	Providing a concluding statement or section.
STRAND / TOPIC		Writing
STANDARD / STRAND	6.W.	The student will compose various works for diverse audiences and purposes, linked to grade six content and texts.
INDICATOR / STANDARD	6.W.3.	Usage and Mechanics
INDICATOR	B.	Self-and peer-edit for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English (See Language Usage for grade level expectations).
STRAND / TOPIC		Language Usage
STANDARD / STRAND	6.LU.	The student will use the conventions of Standard English when speaking and writing differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	6.LU.1.	Grammar
INDICATOR	C.	Use adverbs to modify verbs, adjectives, and other adverbs to express manner, place, time, frequency, degree, and level of certainty precisely when speaking and writing.
STRAND / TOPIC		Language Usage
STANDARD / STRAND	6.LU.	The student will use the conventions of Standard English when speaking and writing differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	6.LU.2.	Mechanics
INDICATOR	A.	Construct complete sentences with appropriate punctuation, avoiding comma splices and run-ons in writing.
INDICATOR	D.	Consult reference materials to check and correct spelling.
STRAND / TOPIC		Communications and Multimodal Literacies
STANDARD / STRAND	6.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	6.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade six topics and texts. This includes:
PROGRESS INDICATOR	i.	Listening actively through verbal and nonverbal communication and using agreed-upon discussion rules.

PROGRESS INDICATOR	ii.	Working respectfully by building on others' ideas and showing value for others' ideas and contributions.
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PROGRESS INDICATOR	v.	Paraphrasing and summarizing key ideas being discussed by using ample evidence, examples, or details to support opinions and conclusions.
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STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	6.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
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INDICATOR / STANDARD	6.C.2.	Speaking and Presentation of Ideas
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INDICATOR	A.	Report orally on a topic or present an opinion. This includes:
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PROGRESS INDICATOR	iv.	Using verbal communication skills, such as volume, tone, and enunciation to enhance the overall message.
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STRAND / TOPIC

Research

STANDARD / STRAND	6.R.	The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade-six content and texts, solve problems, and support cross-curricular learning.
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INDICATOR / STANDARD	6.R.1.	Evaluation and Synthesis of Information
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INDICATOR	D.	Develop notes that include important concepts and summaries, including quoting, summarizing, and paraphrasing research findings, avoiding plagiarism by using own words and following ethical and legal guidelines for gathering and using information.
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INDICATOR	F.	Give credit for information quoted or paraphrased using standard citations (e.g., author, article, title, webpage, and publication date).
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Virginia Standards of Learning

Language Arts

Grade 6 - Adopted: 2024

STRAND / TOPIC

Developing Skilled Readers and Building Reading Stamina

STANDARD / STRAND	6.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
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INDICATOR / STANDARD	B.	Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the lower range of the grade 6-8 band (See the Quantitative and Qualitative Analysis chart for determining complexity in the Appendix.) (Text Complexity, 2-12).
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INDICATOR / STANDARD	C.	When responding to text through discussion and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
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STANDARD / STRAND	6.W.	The student will compose various works for diverse audiences and purposes, linked to grade six content and texts.
INDICATOR / STANDARD	6.W.1.	Modes and Purposes for Writing

INDICATOR B. Write expository texts to examine a topic or concept, logically conveying ideas and information using text structures such as description, comparison, or cause-effect to create cohesion.

STRAND / TOPIC

Writing

STANDARD / STRAND	6.W.	The student will compose various works for diverse audiences and purposes, linked to grade six content and texts.
INDICATOR / STANDARD	6.W.2.	Organization and Composition
INDICATOR	A.	Generate and organize ideas using the writing process (planning, drafting, revising, editing) to develop multi-paragraph texts. This includes:

PROGRESS INDICATOR i. Composing a thesis statement that focuses the topic and introduces the piece clearly.

PROGRESS INDICATOR ii. Establishing a central idea incorporating evidence and maintaining an organized structure to fit the form and topic.

PROGRESS INDICATOR iii. Elaborating and supporting ideas, using relevant facts, definitions, details, quotations, and/or examples.

PROGRESS INDICATOR iv. Using transitions to show relationships between ideas, signal a shift or change in the writer's thoughts, and make sentences clearer.

PROGRESS INDICATOR v. Selecting vocabulary and information to enhance the central idea, tone, and voice.

PROGRESS INDICATOR vi. Expanding and embedding ideas to create sentence variety.

PROGRESS INDICATOR vii. Providing a concluding statement or section.

STRAND / TOPIC

Writing

STANDARD / STRAND	6.W.	The student will compose various works for diverse audiences and purposes, linked to grade six content and texts.
INDICATOR / STANDARD	6.W.3.	Usage and Mechanics

INDICATOR B. Self-and peer-edit for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English (See Language Usage for grade level expectations).

STRAND / TOPIC

Language Usage

STANDARD / STRAND	6.LU.	The student will use the conventions of Standard English when speaking and writing differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
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INDICATOR / STANDARD	6.LU.1.	Grammar
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INDICATOR C. Use adverbs to modify verbs, adjectives, and other adverbs to express manner, place, time, frequency, degree, and level of certainty precisely when speaking and writing.

STRAND / TOPIC **Language Usage**

STANDARD / STRAND	6.LU.	The student will use the conventions of Standard English when speaking and writing differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
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INDICATOR / STANDARD	6.LU.2.	Mechanics
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INDICATOR A. Construct complete sentences with appropriate punctuation, avoiding comma splices and run-ons in writing.

INDICATOR D. Consult reference materials to check and correct spelling.

STRAND / TOPIC **Communications and Multimodal Literacies**

STANDARD / STRAND	6.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
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INDICATOR / STANDARD	6.C.1.	Communication, Listening, and Collaboration
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INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade six topics and texts. This includes:
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PROGRESS INDICATOR i. Listening actively through verbal and nonverbal communication and using agreed-upon discussion rules.

PROGRESS INDICATOR ii. Working respectfully by building on others' ideas and showing value for others' ideas and contributions.

PROGRESS INDICATOR v. Paraphrasing and summarizing key ideas being discussed by using ample evidence, examples, or details to support opinions and conclusions.

STRAND / TOPIC **Communications and Multimodal Literacies**

STANDARD / STRAND	6.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
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INDICATOR / STANDARD	6.C.2.	Speaking and Presentation of Ideas
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INDICATOR	A.	Report orally on a topic or present an opinion. This includes:
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PROGRESS INDICATOR iv. Using verbal communication skills, such as volume, tone, and enunciation to enhance the overall message.

STRAND / TOPIC **Research**

STANDARD / STRAND	6.R.	The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade-six content and texts, solve problems, and support cross-curricular learning.
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INDICATOR / STANDARD	6.R.1.	Evaluation and Synthesis of Information
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INDICATOR	D.	Develop notes that include important concepts and summaries, including quoting, summarizing, and paraphrasing research findings, avoiding plagiarism by using own words and following ethical and legal guidelines for gathering and using information.
INDICATOR	F.	Give credit for information quoted or paraphrased using standard citations (e.g., author, article, title, webpage, and publication date).

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Virginia Standards of Learning

Language Arts

Grade 6 - Adopted: 2024

STRAND / TOPIC

Developing Skilled Readers and Building Reading Stamina

STANDARD / STRAND	6.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
INDICATOR / STANDARD	B.	Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the lower range of the grade 6-8 band (See the Quantitative and Qualitative Analysis chart for determining complexity in the Appendix.) (Text Complexity, 2-12).
INDICATOR / STANDARD	C.	When responding to text through discussion and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
INDICATOR / STANDARD	D.	Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity level so students can read the texts independently, with peers, or with modest support). Use this background knowledge as context for new learning (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).
INDICATOR / STANDARD	E.	Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (Reading Strategies 3-12).

STRAND / TOPIC

Reading and Vocabulary

STANDARD / STRAND	6.RV.	The student will systematically build vocabulary and word knowledge based on grade six content and texts.
INDICATOR / STANDARD	6.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	A.	Develop and accurately use general academic language and content-specific vocabulary by listening to, reading, and discussing a variety of grade-six texts and topics.
INDICATOR	B.	Use context and sentence structure to determine multiple meanings of words and clarify the meanings of unfamiliar words and phrases.

INDICATOR	H.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.
STRAND / TOPIC		Reading Literary Text
STANDARD / STRAND	6.RL.	The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of grade-level complex literary texts read to include short stories, literary nonfiction, novels, poetry, and drama.
INDICATOR / STANDARD	6.RL.1.	Key Ideas and Plot Details
INDICATOR	A.	Summarize texts, including determining the central theme of stories, plays, or poems, and how they are conveyed through specific details.
STRAND / TOPIC		Reading Informational Text
STANDARD / STRAND	6.RI.	The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.
INDICATOR / STANDARD	6.RI.3.	Integration of Concepts
INDICATOR	A.	Describe ideas within and between selections including how specific sentences, paragraphs, or sections contribute to the development of ideas.
STRAND / TOPIC		Writing
STANDARD / STRAND	6.W.	The student will compose various works for diverse audiences and purposes, linked to grade six content and texts.
INDICATOR / STANDARD	6.W.1.	Modes and Purposes for Writing
INDICATOR	B.	Write expository texts to examine a topic or concept, logically conveying ideas and information using text structures such as description, comparison, or cause-effect to create cohesion.
INDICATOR	D.	Write reflectively in response to text(s) read to demonstrate thinking with details, examples, and other evidence from the text(s).
STRAND / TOPIC		Writing
STANDARD / STRAND	6.W.	The student will compose various works for diverse audiences and purposes, linked to grade six content and texts.
INDICATOR / STANDARD	6.W.2.	Organization and Composition
INDICATOR	A.	Generate and organize ideas using the writing process (planning, drafting, revising, editing) to develop multi-paragraph texts. This includes:
PROGRESS INDICATOR	i.	Composing a thesis statement that focuses the topic and introduces the piece clearly.
PROGRESS INDICATOR	ii.	Establishing a central idea incorporating evidence and maintaining an organized structure to fit the form and topic.
PROGRESS INDICATOR	iii.	Elaborating and supporting ideas, using relevant facts, definitions, details, quotations, and/or examples.

PROGRESS INDICATOR	iv.	Using transitions to show relationships between ideas, signal a shift or change in the writer's thoughts, and make sentences clearer.
PROGRESS INDICATOR	v.	Selecting vocabulary and information to enhance the central idea, tone, and voice.
PROGRESS INDICATOR	vi.	Expanding and embedding ideas to create sentence variety.
PROGRESS INDICATOR	vii.	Providing a concluding statement or section.

STRAND / TOPIC

Writing

STANDARD / STRAND	6.W.	The student will compose various works for diverse audiences and purposes, linked to grade six content and texts.
INDICATOR / STANDARD	6.W.3.	Usage and Mechanics

INDICATOR B. Self-and peer-edit for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English (See Language Usage for grade level expectations).

STRAND / TOPIC

Language Usage

STANDARD / STRAND	6.LU.	The student will use the conventions of Standard English when speaking and writing differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	6.LU.1.	Grammar

INDICATOR C. Use adverbs to modify verbs, adjectives, and other adverbs to express manner, place, time, frequency, degree, and level of certainty precisely when speaking and writing.

STRAND / TOPIC

Language Usage

STANDARD / STRAND	6.LU.	The student will use the conventions of Standard English when speaking and writing differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	6.LU.2.	Mechanics

INDICATOR A. Construct complete sentences with appropriate punctuation, avoiding comma splices and run-ons in writing.

INDICATOR D. Consult reference materials to check and correct spelling.

STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	6.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	6.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade six topics and texts. This includes:

PROGRESS INDICATOR	i.	Listening actively through verbal and nonverbal communication and using agreed-upon discussion rules.
PROGRESS INDICATOR	ii.	Working respectfully by building on others' ideas and showing value for others' ideas and contributions.
PROGRESS INDICATOR	v.	Paraphrasing and summarizing key ideas being discussed by using ample evidence, examples, or details to support opinions and conclusions.

STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	6.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	6.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Report orally on a topic or present an opinion. This includes:

PROGRESS INDICATOR iv. Using verbal communication skills, such as volume, tone, and enunciation to enhance the overall message.

STRAND / TOPIC

Research

STANDARD / STRAND	6.R.	The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade-six content and texts, solve problems, and support cross-curricular learning.
INDICATOR / STANDARD	6.R.1.	Evaluation and Synthesis of Information

INDICATOR D. Develop notes that include important concepts and summaries, including quoting, summarizing, and paraphrasing research findings, avoiding plagiarism by using own words and following ethical and legal guidelines for gathering and using information.

INDICATOR F. Give credit for information quoted or paraphrased using standard citations (e.g., author, article, title, webpage, and publication date).