

# Main Criteria: Investigations in Writing

## Secondary Criteria: Vermont Content Standards

Subject: Language Arts

Grade: 6

### Investigations in Writing

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

## Vermont Content Standards

### Language Arts

Grade 6 - Adopted: 2010 (CCSS)

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

ESSENTIAL  
KNOWLEDGE  
AND SKILL /  
STANDARD

Key Ideas and Details

GRADE LEVEL  
EXPECTATION /  
KNOWLEDGE  
AND SKILL

RI.6.1.

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

GRADE LEVEL  
EXPECTATION /  
KNOWLEDGE  
AND SKILL

RI.6.2.

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

GRADE LEVEL  
EXPECTATION /  
KNOWLEDGE  
AND SKILL

RI.6.3.

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

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

ESSENTIAL  
KNOWLEDGE  
AND SKILL /  
STANDARD

Craft and Structure

GRADE LEVEL  
EXPECTATION /  
KNOWLEDGE  
AND SKILL

RI.6.4.

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

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

ESSENTIAL  
KNOWLEDGE  
AND SKILL /  
STANDARD

Integration of Knowledge and Ideas

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
<b>STANDARD / STRAND</b>	<b>VT.W.6.</b>	<b>Writing Standards</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Production and Distribution of Writing</b>
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>STANDARD / STRAND</b>	<b>VT.W.6.</b>	<b>Writing Standards</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Research to Build and Present Knowledge</b>
<b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b>	<b>W.6.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
GRADE LEVEL EXPECTATION	W.6.9(b)	Apply grade 6 reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").
<b>STANDARD / STRAND</b>	<b>VT.SL.6.</b>	<b>Speaking and Listening Standards</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Comprehension and Collaboration</b>
<b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b>	<b>SL.6.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
GRADE LEVEL EXPECTATION	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
GRADE LEVEL EXPECTATION	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
GRADE LEVEL EXPECTATION	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

GRADE LEVEL EXPECTATION	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
<b>STANDARD / STRAND</b>	<b>VT.SL.6.</b>	<b>Speaking and Listening Standards</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Presentation of Knowledge and Ideas</b>
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.6.4.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
<b>STANDARD / STRAND</b>	<b>VT.L.6.</b>	<b>Language Standards</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.6.4.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</b>
GRADE LEVEL EXPECTATION	L.6.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE LEVEL EXPECTATION	L.6.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>STANDARD / STRAND</b>	<b>VT.L.6.</b>	<b>Language Standards</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

## Vermont Content Standards

### Language Arts

Grade 6 - Adopted: 2010 (CCSS)

<b>STANDARD / STRAND</b>	<b>VT.RI.6.</b>	<b>Reading Standards for Informational Text</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Key Ideas and Details</b>

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
<b>STANDARD / STRAND</b>	<b>VT.RI.6.</b>	<b>Reading Standards for Informational Text</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Craft and Structure</b>
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
<b>STANDARD / STRAND</b>	<b>VT.RI.6.</b>	<b>Reading Standards for Informational Text</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Integration of Knowledge and Ideas</b>
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
<b>STANDARD / STRAND</b>	<b>VT.W.6.</b>	<b>Writing Standards</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b>	<b>W.6.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
GRADE LEVEL EXPECTATION	W.6.2(a)	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
GRADE LEVEL EXPECTATION	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

GRADE LEVEL EXPECTATION	W.6.2(c)	Use appropriate transitions to clarify the relationships among ideas and concepts.
GRADE LEVEL EXPECTATION	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
GRADE LEVEL EXPECTATION	W.6.2(f)	Provide a concluding statement or section that follows from the information or explanation presented.
<b>STANDARD / STRAND</b>	<b>VT.W.6.</b>	<b>Writing Standards</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Production and Distribution of Writing</b>
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>STANDARD / STRAND</b>	<b>VT.W.6.</b>	<b>Writing Standards</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Range of Writing</b>
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>STANDARD / STRAND</b>	<b>VT.SL.6.</b>	<b>Speaking and Listening Standards</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Comprehension and Collaboration</b>
<b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b>	<b>SL.6.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
GRADE LEVEL EXPECTATION	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
GRADE LEVEL EXPECTATION	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

GRADE LEVEL EXPECTATION	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
GRADE LEVEL EXPECTATION	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
<b>STANDARD / STRAND</b>	<b>VT.SL.6.</b>	<b>Speaking and Listening Standards</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Presentation of Knowledge and Ideas</b>
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.6.4.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
<b>STANDARD / STRAND</b>	<b>VT.L.6.</b>	<b>Language Standards</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b>	<b>L.6.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
GRADE LEVEL EXPECTATION	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
GRADE LEVEL EXPECTATION	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
<b>STANDARD / STRAND</b>	<b>VT.L.6.</b>	<b>Language Standards</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b>	<b>L.6.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</b>
GRADE LEVEL EXPECTATION	L.6.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE LEVEL EXPECTATION	L.6.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>STANDARD / STRAND</b>	<b>VT.L.6.</b>	<b>Language Standards</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Lesson 03: Unit 2: Writing from Notes, p. 29-34

**Vermont Content Standards**

**Language Arts**

**Grade 6 - Adopted: 2010 (CCSS)**

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

<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Key Ideas and Details</b>
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
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**STANDARD / STRAND**      **VT.RI.6.**      **Reading Standards for Informational Text**

<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Craft and Structure</b>
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
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**STANDARD / STRAND**      **VT.RI.6.**      **Reading Standards for Informational Text**

<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Integration of Knowledge and Ideas</b>
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
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**STANDARD / STRAND**      **VT.W.6. Writing Standards**

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

**STANDARD / STRAND**      **VT.W.6. Writing Standards**

<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Production and Distribution of Writing</b>
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**STANDARD / STRAND**      **VT.W.6. Writing Standards**

<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Research to Build and Present Knowledge</b>
<b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b>	<b>W.6.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
GRADE LEVEL EXPECTATION	W.6.9(b)	Apply grade 6 reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").

**STANDARD / STRAND**      **VT.W.6. Writing Standards**

<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Range of Writing</b>
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**STANDARD / STRAND**      **VT.SL.6. Speaking and Listening Standards**

<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Comprehension and Collaboration</b>
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<b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b>	<b>SL.6.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
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GRADE LEVEL EXPECTATION	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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GRADE LEVEL EXPECTATION	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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GRADE LEVEL EXPECTATION	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
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GRADE LEVEL EXPECTATION	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
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**STANDARD / STRAND**      **VT.SL.6. Speaking and Listening Standards**

<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Presentation of Knowledge and Ideas</b>
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.6.4.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
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**STANDARD / STRAND**      **VT.L.6. Language Standards**

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

<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
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<b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b>	<b>L.6.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</b>
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GRADE LEVEL EXPECTATION	L.6.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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GRADE LEVEL EXPECTATION	L.6.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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**STANDARD / STRAND**      **VT.L.6.      Language Standards**

<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Lesson 04: Unit 2: Writing from Notes, p. 35-42

**Vermont Content Standards**

**Language Arts**

**Grade 6 - Adopted: 2010 (CCSS)**

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

<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Key Ideas and Details</b>
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
<b>STANDARD / STRAND</b>	<b>VT.RI.6.</b>	<b>Reading Standards for Informational Text</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Craft and Structure</b>
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
<b>STANDARD / STRAND</b>	<b>VT.RI.6.</b>	<b>Reading Standards for Informational Text</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Integration of Knowledge and Ideas</b>
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
<b>STANDARD / STRAND</b>	<b>VT.W.6.</b>	<b>Writing Standards</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b>	<b>W.6.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
GRADE LEVEL EXPECTATION	W.6.2(a)	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
GRADE LEVEL EXPECTATION	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
GRADE LEVEL EXPECTATION	W.6.2(c)	Use appropriate transitions to clarify the relationships among ideas and concepts.
GRADE LEVEL EXPECTATION	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.

GRADE LEVEL EXPECTATION	W.6.2(f)	Provide a concluding statement or section that follows from the information or explanation presented.
<b>STANDARD / STRAND</b>	<b>VT.W.6.</b>	<b>Writing Standards</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Production and Distribution of Writing</b>
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>STANDARD / STRAND</b>	<b>VT.W.6.</b>	<b>Writing Standards</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Research to Build and Present Knowledge</b>
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.6.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
GRADE LEVEL EXPECTATION	W.6.9(b)	Apply grade 6 reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").
<b>STANDARD / STRAND</b>	<b>VT.W.6.</b>	<b>Writing Standards</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Range of Writing</b>
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>STANDARD / STRAND</b>	<b>VT.SL.6.</b>	<b>Speaking and Listening Standards</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Comprehension and Collaboration</b>
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

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

**STANDARD / STRAND**      **VT.L.6.      Language Standards**

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

**STANDARD / STRAND**      **VT.L.6.      Language Standards**

<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b>	<b>L.6.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</b>
GRADE LEVEL EXPECTATION	L.6.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE LEVEL EXPECTATION	L.6.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**STANDARD / STRAND**      **VT.L.6.      Language Standards**

<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Lesson 05: Unit 3: Retelling Narrative Stories, p. 43-48

**Vermont Content Standards**

**Language Arts**

**Grade 6 - Adopted: 2010 (CCSS)**

**STANDARD / STRAND**      **VT.RL.6.    Reading Standards for Literature**

<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Key Ideas and Details</b>
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RL.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RL.6.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RL.6.3.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
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**STANDARD / STRAND**      **VT.RL.6.    Reading Standards for Literature**

<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Craft and Structure</b>
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RL.6.5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
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**STANDARD / STRAND**      **VT.RL.6.    Reading Standards for Literature**

<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Range of Reading and Level of Text Complexity</b>
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RL.6.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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**STANDARD / STRAND**      **VT.W.6. Writing Standards**

<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Production and Distribution of Writing</b>
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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**STANDARD / STRAND**      **VT.SL.6. Speaking and Listening Standards**

<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Comprehension and Collaboration</b>
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<b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b>	<b>SL.6.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
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GRADE LEVEL EXPECTATION	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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GRADE LEVEL EXPECTATION	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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GRADE LEVEL EXPECTATION	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
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GRADE LEVEL EXPECTATION	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
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**STANDARD / STRAND**      **VT.SL.6. Speaking and Listening Standards**

<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Presentation of Knowledge and Ideas</b>
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.6.4.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
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**STANDARD / STRAND**      **VT.L.6. Language Standards**

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

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

**Vermont Content Standards**

**Language Arts**

Grade 6 - Adopted: 2010 (CCSS)

<b>STANDARD / STRAND</b>	<b>VT.RL.6.</b>	<b>Reading Standards for Literature</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Key Ideas and Details</b>
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RL.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RL.6.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RL.6.3.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
<b>STANDARD / STRAND</b>	<b>VT.RL.6.</b>	<b>Reading Standards for Literature</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Craft and Structure</b>

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RL.6.5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
<b>STANDARD / STRAND</b>	<b>VT.RL.6.</b>	<b>Reading Standards for Literature</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Range of Reading and Level of Text Complexity</b>
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RL.6.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<b>STANDARD / STRAND</b>	<b>VT.W.6.</b>	<b>Writing Standards</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b>	<b>W.6.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>
GRADE LEVEL EXPECTATION	W.6.3(a)	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
GRADE LEVEL EXPECTATION	W.6.3(c)	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
GRADE LEVEL EXPECTATION	W.6.3(d)	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
GRADE LEVEL EXPECTATION	W.6.3(e)	Provide a conclusion that follows from the narrated experiences or events.
<b>STANDARD / STRAND</b>	<b>VT.W.6.</b>	<b>Writing Standards</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Production and Distribution of Writing</b>
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**STANDARD / STRAND**      **VT.W.6. Writing Standards**

<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Range of Writing</b>
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**STANDARD / STRAND**      **VT.SL.6. Speaking and Listening Standards**

<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Comprehension and Collaboration</b>
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<b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b>	<b>SL.6.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
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GRADE LEVEL EXPECTATION	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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GRADE LEVEL EXPECTATION	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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GRADE LEVEL EXPECTATION	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
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GRADE LEVEL EXPECTATION	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
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**STANDARD / STRAND**      **VT.L.6. Language Standards**

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

<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
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<b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b>	<b>L.6.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</b>
GRADE LEVEL EXPECTATION	L.6.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE LEVEL EXPECTATION	L.6.4(c)	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
GRADE LEVEL EXPECTATION	L.6.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>STANDARD / STRAND</b>	<b>VT.L.6.</b>	<b>Language Standards</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

**Vermont Content Standards**

**Language Arts**

**Grade 6 - Adopted: 2010 (CCSS)**

**STANDARD / STRAND**      **VT.RL.6.**      **Reading Standards for Literature**

**ESSENTIAL KNOWLEDGE AND SKILL / STANDARD**

**Key Ideas and Details**

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL      RL.6.1.      Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

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

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL      RL.6.3.      Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

**STANDARD / STRAND**      **VT.RL.6.**      **Reading Standards for Literature**

<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Craft and Structure</b>
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RL.6.5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
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<b>STANDARD / STRAND</b>	<b>VT.RL.6.</b>	<b>Reading Standards for Literature</b>
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<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Range of Reading and Level of Text Complexity</b>
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RL.6.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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<b>STANDARD / STRAND</b>	<b>VT.W.6.</b>	<b>Writing Standards</b>
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<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Text Types and Purposes</b>
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<b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b>	<b>W.6.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>
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GRADE LEVEL EXPECTATION	W.6.3(a)	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
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GRADE LEVEL EXPECTATION	W.6.3(c)	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
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GRADE LEVEL EXPECTATION	W.6.3(d)	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
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GRADE LEVEL EXPECTATION	W.6.3(e)	Provide a conclusion that follows from the narrated experiences or events.
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<b>STANDARD / STRAND</b>	<b>VT.W.6.</b>	<b>Writing Standards</b>
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<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Production and Distribution of Writing</b>
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>STANDARD / STRAND</b>	<b>VT.W.6.</b>	<b>Writing Standards</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Range of Writing</b>
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>STANDARD / STRAND</b>	<b>VT.SL.6.</b>	<b>Speaking and Listening Standards</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Comprehension and Collaboration</b>
<b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b>	<b>SL.6.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
GRADE LEVEL EXPECTATION	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
GRADE LEVEL EXPECTATION	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
GRADE LEVEL EXPECTATION	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
GRADE LEVEL EXPECTATION	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
<b>STANDARD / STRAND</b>	<b>VT.L.6.</b>	<b>Language Standards</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b>	<b>L.6.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
GRADE LEVEL EXPECTATION	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
GRADE LEVEL EXPECTATION	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

**STANDARD / STRAND**      **VT.L.6.**      **Language Standards**

<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b>	<b>L.6.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</b>
GRADE LEVEL EXPECTATION	L.6.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE LEVEL EXPECTATION	L.6.4(c)	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
GRADE LEVEL EXPECTATION	L.6.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**STANDARD / STRAND**      **VT.L.6.**      **Language Standards**

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

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

**Vermont Content Standards**

**Language Arts**

**Grade 6 - Adopted: 2010 (CCSS)**

**STANDARD / STRAND**      **VT.RL.6.**      **Reading Standards for Literature**

<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Key Ideas and Details</b>
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RL.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RL.6.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RL.6.3.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
<b>STANDARD / STRAND</b>	<b>VT.RL.6.</b>	<b>Reading Standards for Literature</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Craft and Structure</b>
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RL.6.5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
<b>STANDARD / STRAND</b>	<b>VT.RL.6.</b>	<b>Reading Standards for Literature</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Range of Reading and Level of Text Complexity</b>
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RL.6.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<b>STANDARD / STRAND</b>	<b>VT.W.6.</b>	<b>Writing Standards</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b>	<b>W.6.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>
GRADE LEVEL EXPECTATION	W.6.3(a)	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
GRADE LEVEL EXPECTATION	W.6.3(c)	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
GRADE LEVEL EXPECTATION	W.6.3(d)	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
GRADE LEVEL EXPECTATION	W.6.3(e)	Provide a conclusion that follows from the narrated experiences or events.
<b>STANDARD / STRAND</b>	<b>VT.W.6.</b>	<b>Writing Standards</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Production and Distribution of Writing</b>

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>STANDARD / STRAND</b>	<b>VT.W.6.</b>	<b>Writing Standards</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Range of Writing</b>
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>STANDARD / STRAND</b>	<b>VT.SL.6.</b>	<b>Speaking and Listening Standards</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Comprehension and Collaboration</b>
<b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b>	<b>SL.6.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
GRADE LEVEL EXPECTATION	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
GRADE LEVEL EXPECTATION	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
GRADE LEVEL EXPECTATION	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
GRADE LEVEL EXPECTATION	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
<b>STANDARD / STRAND</b>	<b>VT.L.6.</b>	<b>Language Standards</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b>	<b>L.6.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

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

**STANDARD / STRAND**      **VT.L.6.**      **Language Standards**

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

GRADE LEVEL EXPECTATION	L.6.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE LEVEL EXPECTATION	L.6.4(c)	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
GRADE LEVEL EXPECTATION	L.6.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**STANDARD / STRAND**      **VT.L.6.**      **Language Standards**

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

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

**Vermont Content Standards**

**Language Arts**

**Grade 6 - Adopted: 2010 (CCSS)**

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

<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Key Ideas and Details</b>
<b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b>	<b>RI.6.1.</b>	<b>Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</b>

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
<b>STANDARD / STRAND</b>	<b>VT.RI.6.</b>	<b>Reading Standards for Informational Text</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Craft and Structure</b>
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
<b>STANDARD / STRAND</b>	<b>VT.RI.6.</b>	<b>Reading Standards for Informational Text</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Integration of Knowledge and Ideas</b>
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
<b>STANDARD / STRAND</b>	<b>VT.W.6.</b>	<b>Writing Standards</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b>	<b>W.6.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
GRADE LEVEL EXPECTATION	W.6.2(a)	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
GRADE LEVEL EXPECTATION	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
GRADE LEVEL EXPECTATION	W.6.2(c)	Use appropriate transitions to clarify the relationships among ideas and concepts.
GRADE LEVEL EXPECTATION	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.

GRADE LEVEL EXPECTATION	W.6.2(f)	Provide a concluding statement or section that follows from the information or explanation presented.
<b>STANDARD / STRAND</b>	<b>VT.W.6.</b>	<b>Writing Standards</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Production and Distribution of Writing</b>
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>STANDARD / STRAND</b>	<b>VT.W.6.</b>	<b>Writing Standards</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Research to Build and Present Knowledge</b>
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.6.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
GRADE LEVEL EXPECTATION	W.6.9(b)	Apply grade 6 reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").
<b>STANDARD / STRAND</b>	<b>VT.W.6.</b>	<b>Writing Standards</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Range of Writing</b>
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>STANDARD / STRAND</b>	<b>VT.SL.6.</b>	<b>Speaking and Listening Standards</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Comprehension and Collaboration</b>
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

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

**STANDARD / STRAND**      **VT.L.6.      Language Standards**

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

**STANDARD / STRAND**      **VT.L.6.      Language Standards**

<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b>	<b>L.6.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</b>
GRADE LEVEL EXPECTATION	L.6.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE LEVEL EXPECTATION	L.6.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**STANDARD / STRAND**      **VT.L.6.      Language Standards**

<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Lesson 10: Unit 4 Summarizing a Reference, p. 83-90

**Vermont Content Standards**

**Language Arts**

**Grade 6 - Adopted: 2010 (CCSS)**

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

<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Key Ideas and Details</b>
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
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**STANDARD / STRAND**      **VT.RI.6.**      **Reading Standards for Informational Text**

<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Craft and Structure</b>
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
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**STANDARD / STRAND**      **VT.RI.6.**      **Reading Standards for Informational Text**

<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Integration of Knowledge and Ideas</b>
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
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**STANDARD / STRAND**      **VT.W.6.**      **Writing Standards**

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

**STANDARD / STRAND**      **VT.W.6.**      **Writing Standards**

<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Production and Distribution of Writing</b>
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**STANDARD / STRAND**      **VT.W.6.**      **Writing Standards**

<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Research to Build and Present Knowledge</b>
<b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b>	<b>W.6.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
GRADE LEVEL EXPECTATION	W.6.9(b)	Apply grade 6 reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").

**STANDARD / STRAND**      **VT.W.6. Writing Standards**

<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Range of Writing</b>
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**STANDARD / STRAND**      **VT.SL.6. Speaking and Listening Standards**

<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Comprehension and Collaboration</b>
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<b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b>	<b>SL.6.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
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GRADE LEVEL EXPECTATION	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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GRADE LEVEL EXPECTATION	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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GRADE LEVEL EXPECTATION	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
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GRADE LEVEL EXPECTATION	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
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**STANDARD / STRAND**      **VT.L.6. Language Standards**

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

<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
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<b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b>	<b>L.6.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</b>
GRADE LEVEL EXPECTATION	L.6.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE LEVEL EXPECTATION	L.6.4(c)	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
GRADE LEVEL EXPECTATION	L.6.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>STANDARD / STRAND</b>	<b>VT.L.6.</b>	<b>Language Standards</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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**Vermont Content Standards**

**Language Arts**

**Grade 6 - Adopted: 2010 (CCSS)**

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

**ESSENTIAL KNOWLEDGE AND SKILL / STANDARD**

**Key Ideas and Details**

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL      RI.6.1.      Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL      RI.6.2.      Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL      RI.6.3.      Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

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

<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Craft and Structure</b>
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
<b>STANDARD / STRAND</b>	<b>VT.RI.6.</b>	<b>Reading Standards for Informational Text</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Integration of Knowledge and Ideas</b>
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
<b>STANDARD / STRAND</b>	<b>VT.W.6.</b>	<b>Writing Standards</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b>	<b>W.6.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
GRADE LEVEL EXPECTATION	W.6.2(a)	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
GRADE LEVEL EXPECTATION	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
GRADE LEVEL EXPECTATION	W.6.2(c)	Use appropriate transitions to clarify the relationships among ideas and concepts.
GRADE LEVEL EXPECTATION	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
GRADE LEVEL EXPECTATION	W.6.2(f)	Provide a concluding statement or section that follows from the information or explanation presented.
<b>STANDARD / STRAND</b>	<b>VT.W.6.</b>	<b>Writing Standards</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Production and Distribution of Writing</b>

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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**STANDARD / STRAND**      **VT.W.6.      Writing Standards**

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

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

<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Range of Writing</b>
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**STANDARD / STRAND**      **VT.SL.6.      Speaking and Listening Standards**

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

GRADE LEVEL EXPECTATION	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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GRADE LEVEL EXPECTATION	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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GRADE LEVEL EXPECTATION	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
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GRADE LEVEL EXPECTATION	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
<b>STANDARD / STRAND</b>	<b>VT.L.6.</b>	<b>Language Standards</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b>	<b>L.6.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
GRADE LEVEL EXPECTATION	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
GRADE LEVEL EXPECTATION	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
<b>STANDARD / STRAND</b>	<b>VT.L.6.</b>	<b>Language Standards</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b>	<b>L.6.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</b>
GRADE LEVEL EXPECTATION	L.6.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE LEVEL EXPECTATION	L.6.4(c)	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
GRADE LEVEL EXPECTATION	L.6.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>STANDARD / STRAND</b>	<b>VT.L.6.</b>	<b>Language Standards</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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**STANDARD / STRAND**      **VT.RI.6.**      **Reading Standards for Informational Text****ESSENTIAL KNOWLEDGE AND SKILL / STANDARD****Key Ideas and Details**

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL

RI.6.1.

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

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL

RI.6.2.

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

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL

RI.6.3.

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

**STANDARD / STRAND****VT.RI.6.**      **Reading Standards for Informational Text****ESSENTIAL KNOWLEDGE AND SKILL / STANDARD****Craft and Structure**

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL

RI.6.4.

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

**STANDARD / STRAND****VT.RI.6.**      **Reading Standards for Informational Text****ESSENTIAL KNOWLEDGE AND SKILL / STANDARD****Integration of Knowledge and Ideas**

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL

RI.6.7.

Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

**STANDARD / STRAND****VT.W.6.**      **Writing Standards****ESSENTIAL KNOWLEDGE AND SKILL / STANDARD****Text Types and Purposes**

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL

W.6.2.

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

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

<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Production and Distribution of Writing</b>
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

<b>STANDARD / STRAND</b>	<b>VT.W.6.</b>	<b>Writing Standards</b>
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<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Research to Build and Present Knowledge</b>
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<b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b>	<b>W.6.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
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GRADE LEVEL EXPECTATION	W.6.9(b)	Apply grade 6 reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").
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<b>STANDARD / STRAND</b>	<b>VT.W.6.</b>	<b>Writing Standards</b>
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<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Range of Writing</b>
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**STANDARD / STRAND**      **VT.SL.6.    Speaking and Listening Standards**

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

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

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

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

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

GRADE LEVEL EXPECTATION	L.6.3(a)	Vary sentence patterns for meaning, reader/ listener interest, and style.
<b>STANDARD / STRAND</b>	<b>VT.L.6.</b>	<b>Language Standards</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b>	<b>L.6.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</b>
GRADE LEVEL EXPECTATION	L.6.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE LEVEL EXPECTATION	L.6.4(c)	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
GRADE LEVEL EXPECTATION	L.6.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>STANDARD / STRAND</b>	<b>VT.L.6.</b>	<b>Language Standards</b>

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

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

**Vermont Content Standards**

**Language Arts**

**Grade 6 - Adopted: 2010 (CCSS)**

<b>STANDARD / STRAND</b>	<b>VT.W.6.</b>	<b>Writing Standards</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Production and Distribution of Writing</b>
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
<b>STANDARD / STRAND</b>	<b>VT.SL.6.</b>	<b>Speaking and Listening Standards</b>

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

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

<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Presentation of Knowledge and Ideas</b>
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.6.4.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
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**STANDARD / STRAND**      **VT.L.6.      Language Standards**

<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Lesson 14: Unit 5 Writing from Pictures, p. 119-127

**Vermont Content Standards**

**Language Arts**

**Grade 6 - Adopted: 2010 (CCSS)**

**STANDARD / STRAND**      **VT.W.6.      Writing Standards**

<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Text Types and Purposes</b>
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<b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b>	<b>W.6.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>
GRADE LEVEL EXPECTATION	W.6.3(a)	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
GRADE LEVEL EXPECTATION	W.6.3(c)	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
GRADE LEVEL EXPECTATION	W.6.3(d)	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
GRADE LEVEL EXPECTATION	W.6.3(e)	Provide a conclusion that follows from the narrated experiences or events.
<b>STANDARD / STRAND</b>	<b>VT.W.6.</b>	<b>Writing Standards</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Production and Distribution of Writing</b>
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>STANDARD / STRAND</b>	<b>VT.W.6.</b>	<b>Writing Standards</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Range of Writing</b>
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>STANDARD / STRAND</b>	<b>VT.SL.6.</b>	<b>Speaking and Listening Standards</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Comprehension and Collaboration</b>
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

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

**STANDARD / STRAND**      **VT.L.6.      Language Standards**

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

**STANDARD / STRAND**      **VT.L.6.      Language Standards**

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

**STANDARD / STRAND**      **VT.L.6.      Language Standards**

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

# Vermont Content Standards

## Language Arts

### Grade 6 - Adopted: 2010 (CCSS)

**STANDARD / STRAND**      **VT.W.6.**      **Writing Standards**

<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b>	<b>W.6.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>

GRADE LEVEL EXPECTATION	W.6.3(a)	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
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GRADE LEVEL EXPECTATION	W.6.3(c)	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
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GRADE LEVEL EXPECTATION	W.6.3(d)	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
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GRADE LEVEL EXPECTATION	W.6.3(e)	Provide a conclusion that follows from the narrated experiences or events.
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**STANDARD / STRAND**      **VT.W.6.**      **Writing Standards**

<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Production and Distribution of Writing</b>
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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**STANDARD / STRAND**      **VT.W.6.**      **Writing Standards**

<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Range of Writing</b>
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**STANDARD / STRAND**      **VT.SL.6. Speaking and Listening Standards**

<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Comprehension and Collaboration</b>
<b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b>	<b>SL.6.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
GRADE LEVEL EXPECTATION	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
GRADE LEVEL EXPECTATION	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
GRADE LEVEL EXPECTATION	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
GRADE LEVEL EXPECTATION	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

**STANDARD / STRAND**      **VT.L.6. Language Standards**

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

**STANDARD / STRAND**      **VT.L.6. Language Standards**

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

**STANDARD / STRAND**      **VT.L.6. Language Standards**

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

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

**Vermont Content Standards**

**Language Arts**

**Grade 6 - Adopted: 2010 (CCSS)**

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

<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Key Ideas and Details</b>
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
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**STANDARD / STRAND**      **VT.RI.6.**      **Reading Standards for Informational Text**

<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Craft and Structure</b>
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
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**STANDARD / STRAND**      **VT.RI.6.**      **Reading Standards for Informational Text**

<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Integration of Knowledge and Ideas</b>
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
<b>STANDARD / STRAND</b>	<b>VT.W.6.</b>	<b>Writing Standards</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Text Types and Purposes</b>
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.6.2.	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
GRADE LEVEL EXPECTATION	W.6.2(a)	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
GRADE LEVEL EXPECTATION	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
<b>STANDARD / STRAND</b>	<b>VT.W.6.</b>	<b>Writing Standards</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Production and Distribution of Writing</b>
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
<b>STANDARD / STRAND</b>	<b>VT.W.6.</b>	<b>Writing Standards</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Research to Build and Present Knowledge</b>
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
<b>STANDARD / STRAND</b>	<b>VT.W.6.</b>	<b>Writing Standards</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Research to Build and Present Knowledge</b>

<b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b>	<b>W.6.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
GRADE LEVEL EXPECTATION	W.6.9(b)	Apply grade 6 reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").
<b>STANDARD / STRAND</b>	<b>VT.SL.6.</b>	<b>Speaking and Listening Standards</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Comprehension and Collaboration</b>
<b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b>	<b>SL.6.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
GRADE LEVEL EXPECTATION	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
GRADE LEVEL EXPECTATION	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
GRADE LEVEL EXPECTATION	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
GRADE LEVEL EXPECTATION	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
<b>STANDARD / STRAND</b>	<b>VT.L.6.</b>	<b>Language Standards</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b>	<b>L.6.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</b>
GRADE LEVEL EXPECTATION	L.6.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE LEVEL EXPECTATION	L.6.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>STANDARD / STRAND</b>	<b>VT.L.6.</b>	<b>Language Standards</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Lesson 17: Unit 6 Summarizing Multiple References, p. 143-148

**Vermont Content Standards**

**Language Arts**

**Grade 6 - Adopted: 2010 (CCSS)**

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

**ESSENTIAL KNOWLEDGE AND SKILL / STANDARD**      **Key Ideas and Details**

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
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**STANDARD / STRAND**      **VT.RI.6.**      **Reading Standards for Informational Text**

**ESSENTIAL KNOWLEDGE AND SKILL / STANDARD**      **Craft and Structure**

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
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**STANDARD / STRAND**      **VT.RI.6.**      **Reading Standards for Informational Text**

**ESSENTIAL KNOWLEDGE AND SKILL / STANDARD**      **Integration of Knowledge and Ideas**

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
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**STANDARD / STRAND**      **VT.W.6.**      **Writing Standards**

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

**STANDARD / STRAND**      **VT.W.6.**      **Writing Standards**

<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Production and Distribution of Writing</b>
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**STANDARD / STRAND**      **VT.W.6.**      **Writing Standards**

<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Research to Build and Present Knowledge</b>
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
<b>STANDARD / STRAND</b>	<b>VT.W.6.</b>	<b>Writing Standards</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Research to Build and Present Knowledge</b>
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.6.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
GRADE LEVEL EXPECTATION	W.6.9(b)	Apply grade 6 reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").
<b>STANDARD / STRAND</b>	<b>VT.W.6.</b>	<b>Writing Standards</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Range of Writing</b>
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>STANDARD / STRAND</b>	<b>VT.SL.6.</b>	<b>Speaking and Listening Standards</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Comprehension and Collaboration</b>
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
GRADE LEVEL EXPECTATION	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
GRADE LEVEL EXPECTATION	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
GRADE LEVEL EXPECTATION	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
GRADE LEVEL EXPECTATION	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
<b>STANDARD / STRAND</b>	<b>VT.L.6.</b>	<b>Language Standards</b>

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

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

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

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

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

GRADE LEVEL EXPECTATION	L.6.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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GRADE LEVEL EXPECTATION	L.6.4(c)	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
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GRADE LEVEL EXPECTATION	L.6.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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**STANDARD / STRAND**      **VT.L.6.**      **Language Standards**

<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Lesson 18: Unit 6 Summarizing Multiple References, p. 149-166

**Vermont Content Standards**

**Language Arts**

**Grade 6 - Adopted: 2010 (CCSS)**

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

<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Key Ideas and Details</b>
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
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**STANDARD / STRAND**      **VT.RI.6.**      **Reading Standards for Informational Text**

<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Craft and Structure</b>
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
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**STANDARD / STRAND**      **VT.RI.6.**      **Reading Standards for Informational Text**

<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Integration of Knowledge and Ideas</b>
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
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**STANDARD / STRAND**      **VT.W.6.**      **Writing Standards**

<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b>	<b>W.6.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
GRADE LEVEL EXPECTATION	W.6.2(a)	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
GRADE LEVEL EXPECTATION	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

**STANDARD / STRAND**      **VT.W.6.**      **Writing Standards**

<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Production and Distribution of Writing</b>
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

**STANDARD / STRAND**      **VT.W.6.**      **Writing Standards**

<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Research to Build and Present Knowledge</b>
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

**STANDARD / STRAND**      **VT.SL.6.**      **Speaking and Listening Standards**

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

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

**STANDARD / STRAND**      **VT.L.6.      Language Standards**

<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b>	<b>L.6.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</b>
GRADE LEVEL EXPECTATION	L.6.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE LEVEL EXPECTATION	L.6.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**STANDARD / STRAND**      **VT.L.6.      Language Standards**

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

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

**Vermont Content Standards**

**Language Arts**

**Grade 6 - Adopted: 2010 (CCSS)**

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

<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Key Ideas and Details</b>
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
<b>STANDARD / STRAND</b>	<b>VT.RI.6.</b>	<b>Reading Standards for Informational Text</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Craft and Structure</b>
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
<b>STANDARD / STRAND</b>	<b>VT.RI.6.</b>	<b>Reading Standards for Informational Text</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Integration of Knowledge and Ideas</b>
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
<b>STANDARD / STRAND</b>	<b>VT.W.6.</b>	<b>Writing Standards</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b>	<b>W.6.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
GRADE LEVEL EXPECTATION	W.6.2(a)	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
GRADE LEVEL EXPECTATION	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

GRADE LEVEL EXPECTATION	W.6.2(c)	Use appropriate transitions to clarify the relationships among ideas and concepts.
GRADE LEVEL EXPECTATION	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
GRADE LEVEL EXPECTATION	W.6.2(f)	Provide a concluding statement or section that follows from the information or explanation presented.
<b>STANDARD / STRAND</b>	<b>VT.W.6.</b>	<b>Writing Standards</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Production and Distribution of Writing</b>
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>STANDARD / STRAND</b>	<b>VT.W.6.</b>	<b>Writing Standards</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Research to Build and Present Knowledge</b>
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
<b>STANDARD / STRAND</b>	<b>VT.W.6.</b>	<b>Writing Standards</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Research to Build and Present Knowledge</b>
<b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b>	<b>W.6.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
GRADE LEVEL EXPECTATION	W.6.9(b)	Apply grade 6 reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").

**STANDARD / STRAND**      **VT.W.6. Writing Standards**

<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Range of Writing</b>
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**STANDARD / STRAND**      **VT.SL.6. Speaking and Listening Standards**

<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Comprehension and Collaboration</b>
<b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b>	<b>SL.6.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
GRADE LEVEL EXPECTATION	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
GRADE LEVEL EXPECTATION	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
GRADE LEVEL EXPECTATION	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
GRADE LEVEL EXPECTATION	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

**STANDARD / STRAND**      **VT.L.6. Language Standards**

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

**STANDARD / STRAND**      **VT.L.6. Language Standards**

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

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

**STANDARD / STRAND**      **VT.L.6.**      **Language Standards**

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

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

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

**STANDARD / STRAND**      **VT.L.6.**      **Language Standards**

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

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

**Vermont Content Standards**

**Language Arts**

**Grade 6 - Adopted: 2010 (CCSS)**

**STANDARD / STRAND**      **VT.W.6.**      **Writing Standards**

<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b>	<b>W.6.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>

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

**STANDARD / STRAND**      **VT.W.6.      Writing Standards**

<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Production and Distribution of Writing</b>
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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**STANDARD / STRAND**      **VT.W.6.      Writing Standards**

<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Range of Writing</b>
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**STANDARD / STRAND**      **VT.SL.6.      Speaking and Listening Standards**

<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Comprehension and Collaboration</b>
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
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GRADE LEVEL EXPECTATION	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
GRADE LEVEL EXPECTATION	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
GRADE LEVEL EXPECTATION	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
GRADE LEVEL EXPECTATION	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

**STANDARD / STRAND**      **VT.L.6.      Language Standards**

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

**STANDARD / STRAND**      **VT.L.6.      Language Standards**

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

**STANDARD / STRAND**      **VT.L.6.      Language Standards**

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

# Vermont Content Standards

## Language Arts

### Grade 6 - Adopted: 2010 (CCSS)

**STANDARD / STRAND**      **VT.W.6.**      **Writing Standards**

<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b>	<b>W.6.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>

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

<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Production and Distribution of Writing</b>
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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**STANDARD / STRAND**      **VT.W.6.**      **Writing Standards**

<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Research to Build and Present Knowledge</b>
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<b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b>	<b>W.6.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
GRADE LEVEL EXPECTATION	W.6.9(b)	Apply grade 6 reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").
<b>STANDARD / STRAND</b>	<b>VT.W.6.</b>	<b>Writing Standards</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Range of Writing</b>
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>STANDARD / STRAND</b>	<b>VT.SL.6.</b>	<b>Speaking and Listening Standards</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Comprehension and Collaboration</b>
<b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b>	<b>SL.6.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
GRADE LEVEL EXPECTATION	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
GRADE LEVEL EXPECTATION	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
GRADE LEVEL EXPECTATION	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
GRADE LEVEL EXPECTATION	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
<b>STANDARD / STRAND</b>	<b>VT.L.6.</b>	<b>Language Standards</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b>	<b>L.6.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
GRADE LEVEL EXPECTATION	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

GRADE LEVEL EXPECTATION	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
<b>STANDARD / STRAND</b>	<b>VT.L.6.</b>	<b>Language Standards</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Knowledge of Language</b>
<b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b>	<b>L.6.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
GRADE LEVEL EXPECTATION	L.6.3(a)	Vary sentence patterns for meaning, reader/ listener interest, and style.
<b>STANDARD / STRAND</b>	<b>VT.L.6.</b>	<b>Language Standards</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

**Vermont Content Standards**

**Language Arts**

**Grade 6 - Adopted: 2010 (CCSS)**

<b>STANDARD / STRAND</b>	<b>VT.W.6.</b>	<b>Writing Standards</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b>	<b>W.6.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
GRADE LEVEL EXPECTATION	W.6.2(a)	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
GRADE LEVEL EXPECTATION	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
GRADE LEVEL EXPECTATION	W.6.2(c)	Use appropriate transitions to clarify the relationships among ideas and concepts.

GRADE LEVEL EXPECTATION	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
GRADE LEVEL EXPECTATION	W.6.2(f)	Provide a concluding statement or section that follows from the information or explanation presented.
<b>STANDARD / STRAND</b>	<b>VT.W.6.</b>	<b>Writing Standards</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Production and Distribution of Writing</b>
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>STANDARD / STRAND</b>	<b>VT.W.6.</b>	<b>Writing Standards</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Research to Build and Present Knowledge</b>
<b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b>	<b>W.6.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
GRADE LEVEL EXPECTATION	W.6.9(b)	Apply grade 6 reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").
<b>STANDARD / STRAND</b>	<b>VT.W.6.</b>	<b>Writing Standards</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Range of Writing</b>
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>STANDARD / STRAND</b>	<b>VT.SL.6.</b>	<b>Speaking and Listening Standards</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Comprehension and Collaboration</b>

<b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b>	<b>SL.6.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
GRADE LEVEL EXPECTATION	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
GRADE LEVEL EXPECTATION	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
GRADE LEVEL EXPECTATION	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
GRADE LEVEL EXPECTATION	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

**STANDARD / STRAND**      **VT.L.6.      Language Standards**

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

**STANDARD / STRAND**      **VT.L.6.      Language Standards**

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

**STANDARD / STRAND**      **VT.L.6.      Language Standards**

<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Lesson 23: Unit 7 Inventive Writing, p. 199-204

**Vermont Content Standards**

**Language Arts**

**Grade 6 - Adopted: 2010 (CCSS)**

**STANDARD / STRAND**      **VT.W.6.**      **Writing Standards**

<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Text Types and Purposes</b>
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<b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b>	<b>W.6.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
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GRADE LEVEL EXPECTATION	W.6.2(a)	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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GRADE LEVEL EXPECTATION	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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GRADE LEVEL EXPECTATION	W.6.2(c)	Use appropriate transitions to clarify the relationships among ideas and concepts.
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GRADE LEVEL EXPECTATION	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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GRADE LEVEL EXPECTATION	W.6.2(f)	Provide a concluding statement or section that follows from the information or explanation presented.
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**STANDARD / STRAND**      **VT.W.6.**      **Writing Standards**

<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Production and Distribution of Writing</b>
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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**STANDARD / STRAND**      **VT.W.6. Writing Standards**

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

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

**STANDARD / STRAND**      **VT.W.6. Writing Standards**

<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Range of Writing</b>
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL      W.6.10.      Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**STANDARD / STRAND**      **VT.SL.6. Speaking and Listening Standards**

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

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

GRADE LEVEL EXPECTATION      SL.6.1(b)      Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

GRADE LEVEL EXPECTATION      SL.6.1(c)      Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

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

**STANDARD / STRAND**      **VT.L.6. Language Standards**

<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Conventions of Standard English</b>
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<b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b>	<b>L.6.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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GRADE LEVEL EXPECTATION	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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GRADE LEVEL EXPECTATION	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
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<b>STANDARD / STRAND</b>	<b>VT.L.6.</b>	<b>Language Standards</b>
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<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Knowledge of Language</b>
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<b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b>	<b>L.6.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
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GRADE LEVEL EXPECTATION	L.6.3(a)	Vary sentence patterns for meaning, reader/ listener interest, and style.
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<b>STANDARD / STRAND</b>	<b>VT.L.6.</b>	<b>Language Standards</b>
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<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Lesson 24: Unit 8 Formal Essay Models, p. 205-214

**Vermont Content Standards**

**Language Arts**

**Grade 6 - Adopted: 2010 (CCSS)**

<b>STANDARD / STRAND</b>	<b>VT.RI.6.</b>	<b>Reading Standards for Informational Text</b>
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<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Key Ideas and Details</b>
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
<b>STANDARD / STRAND</b>	<b>VT.RI.6.</b>	<b>Reading Standards for Informational Text</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Craft and Structure</b>
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
<b>STANDARD / STRAND</b>	<b>VT.RI.6.</b>	<b>Reading Standards for Informational Text</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Integration of Knowledge and Ideas</b>
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
<b>STANDARD / STRAND</b>	<b>VT.W.6.</b>	<b>Writing Standards</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b>	<b>W.6.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
GRADE LEVEL EXPECTATION	W.6.2(a)	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
GRADE LEVEL EXPECTATION	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
GRADE LEVEL EXPECTATION	W.6.2(c)	Use appropriate transitions to clarify the relationships among ideas and concepts.
GRADE LEVEL EXPECTATION	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.

GRADE LEVEL EXPECTATION	W.6.2(f)	Provide a concluding statement or section that follows from the information or explanation presented.
<b>STANDARD / STRAND</b>	<b>VT.W.6.</b>	<b>Writing Standards</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Production and Distribution of Writing</b>
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>STANDARD / STRAND</b>	<b>VT.W.6.</b>	<b>Writing Standards</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Range of Writing</b>
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>STANDARD / STRAND</b>	<b>VT.SL.6.</b>	<b>Speaking and Listening Standards</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Comprehension and Collaboration</b>
<b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b>	<b>SL.6.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
GRADE LEVEL EXPECTATION	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
GRADE LEVEL EXPECTATION	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
GRADE LEVEL EXPECTATION	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
GRADE LEVEL EXPECTATION	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
<b>STANDARD / STRAND</b>	<b>VT.L.6.</b>	<b>Language Standards</b>

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

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

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

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

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

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

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

## Language Arts

### Grade 6 - Adopted: 2010 (CCSS)

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

**ESSENTIAL KNOWLEDGE AND SKILL / STANDARD**

**Key Ideas and Details**

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL

RI.6.1.

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

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL

RI.6.2.

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

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL

RI.6.3.

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

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

**ESSENTIAL KNOWLEDGE AND SKILL / STANDARD**

**Craft and Structure**

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL

RI.6.4.

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

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

**ESSENTIAL KNOWLEDGE AND SKILL / STANDARD**

**Integration of Knowledge and Ideas**

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL

RI.6.7.

Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

**STANDARD / STRAND**      **VT.W.6.**      **Writing Standards**

**ESSENTIAL KNOWLEDGE AND SKILL / STANDARD**

**Production and Distribution of Writing**

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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**STANDARD / STRAND**      **VT.W.6.      Writing Standards**

<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Research to Build and Present Knowledge</b>
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
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**STANDARD / STRAND**      **VT.W.6.      Writing Standards**

<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Range of Writing</b>
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**STANDARD / STRAND**      **VT.SL.6.      Speaking and Listening Standards**

<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Comprehension and Collaboration</b>
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<b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b>	<b>SL.6.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
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GRADE LEVEL EXPECTATION	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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GRADE LEVEL EXPECTATION	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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GRADE LEVEL EXPECTATION	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
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GRADE LEVEL EXPECTATION	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
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**STANDARD / STRAND**      **VT.L.6.      Language Standards**

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

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

<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Lesson 26: Unit 8 Formal Essay Models, p. 225-230

**Vermont Content Standards**

**Language Arts**

**Grade 6 - Adopted: 2010 (CCSS)**

**STANDARD / STRAND**      **VT.W.6.      Writing Standards**

<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b>	<b>W.6.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>

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

**STANDARD / STRAND**      **VT.W.6. Writing Standards**

<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Production and Distribution of Writing</b>
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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**STANDARD / STRAND**      **VT.W.6. Writing Standards**

<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Range of Writing</b>
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**STANDARD / STRAND**      **VT.SL.6. Speaking and Listening Standards**

<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Comprehension and Collaboration</b>
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
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GRADE LEVEL EXPECTATION	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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GRADE LEVEL EXPECTATION	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
GRADE LEVEL EXPECTATION	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
GRADE LEVEL EXPECTATION	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

**STANDARD / STRAND**      **VT.L.6.      Language Standards**

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

**STANDARD / STRAND**      **VT.L.6.      Language Standards**

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

**STANDARD / STRAND**      **VT.L.6.      Language Standards**

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

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

**STANDARD / STRAND**      **VT.RL.6.    Reading Standards for Literature****ESSENTIAL KNOWLEDGE AND SKILL / STANDARD****Key Ideas and Details**

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL

RL.6.1.

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

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL

RL.6.2.

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

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL

RL.6.3.

Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

**STANDARD / STRAND****VT.RL.6.    Reading Standards for Literature****ESSENTIAL KNOWLEDGE AND SKILL / STANDARD****Craft and Structure**

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL

RL.6.5.

Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

**STANDARD / STRAND****VT.RL.6.    Reading Standards for Literature****ESSENTIAL KNOWLEDGE AND SKILL / STANDARD****Range of Reading and Level of Text Complexity**

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL

RL.6.10.

By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**STANDARD / STRAND****VT.W.6.    Writing Standards****ESSENTIAL KNOWLEDGE AND SKILL / STANDARD****Text Types and Purposes**

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL

W.6.2.

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

GRADE LEVEL EXPECTATION	W.6.2(a)	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
GRADE LEVEL EXPECTATION	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
GRADE LEVEL EXPECTATION	W.6.2(c)	Use appropriate transitions to clarify the relationships among ideas and concepts.
GRADE LEVEL EXPECTATION	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
GRADE LEVEL EXPECTATION	W.6.2(f)	Provide a concluding statement or section that follows from the information or explanation presented.
<b>STANDARD / STRAND</b>	<b>VT.W.6.</b>	<b>Writing Standards</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Production and Distribution of Writing</b>
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>STANDARD / STRAND</b>	<b>VT.W.6.</b>	<b>Writing Standards</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Range of Writing</b>
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>STANDARD / STRAND</b>	<b>VT.SL.6.</b>	<b>Speaking and Listening Standards</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Comprehension and Collaboration</b>
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

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

**STANDARD / STRAND**      **VT.L.6.      Language Standards**

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

**STANDARD / STRAND**      **VT.L.6.      Language Standards**

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

**STANDARD / STRAND**      **VT.L.6.      Language Standards**

<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b>	<b>L.6.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</b>
GRADE LEVEL EXPECTATION	L.6.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

GRADE LEVEL EXPECTATION	L.6.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>STANDARD / STRAND</b>	<b>VT.L.6.</b>	<b>Language Standards</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Lesson 28: Unit 9 Formal Critique, p. 243-250

**Vermont Content Standards**

**Language Arts**

**Grade 6 - Adopted: 2010 (CCSS)**

<b>STANDARD / STRAND</b>	<b>VT.RL.6.</b>	<b>Reading Standards for Literature</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Key Ideas and Details</b>

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RL.6.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
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<b>STANDARD / STRAND</b>	<b>VT.RL.6.</b>	<b>Reading Standards for Literature</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Craft and Structure</b>

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RL.6.5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
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<b>STANDARD / STRAND</b>	<b>VT.RI.6.</b>	<b>Reading Standards for Informational Text</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Key Ideas and Details</b>

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
<b>STANDARD / STRAND</b>	<b>VT.RI.6.</b>	<b>Reading Standards for Informational Text</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Craft and Structure</b>
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
<b>STANDARD / STRAND</b>	<b>VT.RI.6.</b>	<b>Reading Standards for Informational Text</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Integration of Knowledge and Ideas</b>
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
<b>STANDARD / STRAND</b>	<b>VT.W.6.</b>	<b>Writing Standards</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b>	<b>W.6.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
GRADE LEVEL EXPECTATION	W.6.2(a)	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
GRADE LEVEL EXPECTATION	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
GRADE LEVEL EXPECTATION	W.6.2(c)	Use appropriate transitions to clarify the relationships among ideas and concepts.
GRADE LEVEL EXPECTATION	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.

GRADE LEVEL EXPECTATION	W.6.2(f)	Provide a concluding statement or section that follows from the information or explanation presented.
<b>STANDARD / STRAND</b>	<b>VT.W.6.</b>	<b>Writing Standards</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Production and Distribution of Writing</b>
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>STANDARD / STRAND</b>	<b>VT.W.6.</b>	<b>Writing Standards</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Research to Build and Present Knowledge</b>
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
<b>STANDARD / STRAND</b>	<b>VT.W.6.</b>	<b>Writing Standards</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Range of Writing</b>
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>STANDARD / STRAND</b>	<b>VT.SL.6.</b>	<b>Speaking and Listening Standards</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Comprehension and Collaboration</b>
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
GRADE LEVEL EXPECTATION	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

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

**STANDARD / STRAND**      **VT.L.6.      Language Standards**

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

**STANDARD / STRAND**      **VT.L.6.      Language Standards**

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

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

**STANDARD / STRAND**      **VT.L.6.      Language Standards**

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

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

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

**STANDARD / STRAND**      **VT.L.6.**      **Language Standards**

<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Lesson 29: Unit 9 Formal Critique, p. 251-260

**Vermont Content Standards**

**Language Arts**

**Grade 6 - Adopted: 2010 (CCSS)**

**STANDARD / STRAND**      **VT.RL.6.**      **Reading Standards for Literature**

<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Key Ideas and Details</b>
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RL.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RL.6.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RL.6.3.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
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**STANDARD / STRAND**      **VT.RL.6.**      **Reading Standards for Literature**

<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Craft and Structure</b>
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RL.6.5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
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**STANDARD / STRAND**      **VT.RL.6.**      **Reading Standards for Literature**

<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Range of Reading and Level of Text Complexity</b>
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RL.6.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<b>STANDARD / STRAND</b>	<b>VT.W.6.</b>	<b>Writing Standards</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b>	<b>W.6.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
GRADE LEVEL EXPECTATION	W.6.2(a)	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
GRADE LEVEL EXPECTATION	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
GRADE LEVEL EXPECTATION	W.6.2(c)	Use appropriate transitions to clarify the relationships among ideas and concepts.
GRADE LEVEL EXPECTATION	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
GRADE LEVEL EXPECTATION	W.6.2(f)	Provide a concluding statement or section that follows from the information or explanation presented.
<b>STANDARD / STRAND</b>	<b>VT.W.6.</b>	<b>Writing Standards</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Production and Distribution of Writing</b>
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>STANDARD / STRAND</b>	<b>VT.W.6.</b>	<b>Writing Standards</b>

<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Research to Build and Present Knowledge</b>
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
<b>STANDARD / STRAND</b>	<b>VT.W.6.</b>	<b>Writing Standards</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Range of Writing</b>
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>STANDARD / STRAND</b>	<b>VT.SL.6.</b>	<b>Speaking and Listening Standards</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Comprehension and Collaboration</b>
<b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b>	<b>SL.6.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
GRADE LEVEL EXPECTATION	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
GRADE LEVEL EXPECTATION	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
GRADE LEVEL EXPECTATION	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
GRADE LEVEL EXPECTATION	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
<b>STANDARD / STRAND</b>	<b>VT.L.6.</b>	<b>Language Standards</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b>	<b>L.6.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
GRADE LEVEL EXPECTATION	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

GRADE LEVEL EXPECTATION	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
<b>STANDARD / STRAND</b>	<b>VT.L.6.</b>	<b>Language Standards</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Knowledge of Language</b>
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE LEVEL EXPECTATION	L.6.3(a)	Vary sentence patterns for meaning, reader/ listener interest, and style.
<b>STANDARD / STRAND</b>	<b>VT.L.6.</b>	<b>Language Standards</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
GRADE LEVEL EXPECTATION	L.6.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE LEVEL EXPECTATION	L.6.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>STANDARD / STRAND</b>	<b>VT.L.6.</b>	<b>Language Standards</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

## Vermont Content Standards

### Language Arts

Grade 6 - Adopted: 2010 (CCSS)

**STANDARD / STRAND**      **VT.RL.6.**      **Reading Standards for Literature**

<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Key Ideas and Details</b>
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RL.6.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
<b>STANDARD / STRAND</b>	<b>VT.RL.6.</b>	<b>Reading Standards for Literature</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Craft and Structure</b>
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RL.6.5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
<b>STANDARD / STRAND</b>	<b>VT.RI.6.</b>	<b>Reading Standards for Informational Text</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Key Ideas and Details</b>
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
<b>STANDARD / STRAND</b>	<b>VT.RI.6.</b>	<b>Reading Standards for Informational Text</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Craft and Structure</b>
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
<b>STANDARD / STRAND</b>	<b>VT.RI.6.</b>	<b>Reading Standards for Informational Text</b>

<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Integration of Knowledge and Ideas</b>
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
<b>STANDARD / STRAND</b>	<b>VT.W.6.</b>	<b>Writing Standards</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b>	<b>W.6.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
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GRADE LEVEL EXPECTATION	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
GRADE LEVEL EXPECTATION	W.6.2(c)	Use appropriate transitions to clarify the relationships among ideas and concepts.
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