

Main Criteria: Investigations in Writing

Secondary Criteria: Washington State K-12 Learning Standards and Guidelines

Subject: Language Arts

Grade: 6

Investigations in Writing

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

Washington State K-12 Learning Standards and Guidelines

Language Arts

Grade 6 - Adopted: 2011

DOMAIN WA.RI.6. Reading Standards for Informational Text

BIG IDEA / CORE CONTENT

Key Ideas and Details

CORE CONTENT / CONTENT STANDARD

RI.6.1.

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

CORE CONTENT / CONTENT STANDARD

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.

CORE CONTENT / CONTENT STANDARD

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).

DOMAIN WA.RI.6. Reading Standards for Informational Text

BIG IDEA / CORE CONTENT

Craft and Structure

CORE CONTENT / CONTENT STANDARD

RI.6.4.

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

DOMAIN WA.RI.6. Reading Standards for Informational Text

BIG IDEA / CORE CONTENT

Integration of Knowledge and Ideas

CORE CONTENT / CONTENT STANDARD

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.

DOMAIN WA.W.6. Writing Standards

BIG IDEA / CORE CONTENT		Production and Distribution of Writing
CORE CONTENT / CONTENT STANDARD	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.)
CORE CONTENT / CONTENT STANDARD	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.
DOMAIN	WA.W.6.	Writing Standards
BIG IDEA / CORE CONTENT		Research to Build and Present Knowledge
CORE CONTENT / CONTENT STANDARD	W.6.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT STANDARD / PERFORMANCE 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").
DOMAIN	WA.SL.6.	Speaking and Listening Standards
BIG IDEA / CORE CONTENT		Comprehension and Collaboration
CORE CONTENT / CONTENT STANDARD	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.
CONTENT STANDARD / PERFORMANCE 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.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
CONTENT STANDARD / PERFORMANCE 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.

CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
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DOMAIN **WA.SL.6. Speaking and Listening Standards**

BIG IDEA / CORE CONTENT		Presentation of Knowledge and Ideas
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CORE CONTENT / CONTENT STANDARD	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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DOMAIN **WA.L.6. Language Standards**

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
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CORE CONTENT / CONTENT STANDARD	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
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CONTENT STANDARD / PERFORMANCE 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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CONTENT STANDARD / PERFORMANCE 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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DOMAIN **WA.L.6. Language Standards**

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
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CORE CONTENT / CONTENT STANDARD	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Lesson 02: Unit 2: Writing from Notes, p. 19-28

Washington State K-12 Learning Standards and Guidelines

Language Arts

Grade 6 - Adopted: 2011

DOMAIN **WA.RI.6. Reading Standards for Informational Text**

BIG IDEA / CORE CONTENT		Key Ideas and Details
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CORE CONTENT / CONTENT STANDARD	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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CORE CONTENT / CONTENT STANDARD	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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CORE CONTENT / CONTENT STANDARD	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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DOMAIN WA.RI.6. Reading Standards for Informational Text

BIG IDEA / CORE CONTENT		Craft and Structure
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CORE CONTENT / CONTENT STANDARD	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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DOMAIN WA.RI.6. Reading Standards for Informational Text

BIG IDEA / CORE CONTENT		Integration of Knowledge and Ideas
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CORE CONTENT / CONTENT STANDARD	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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DOMAIN WA.W.6. Writing Standards

BIG IDEA / CORE CONTENT		Text Types and Purposes
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CORE CONTENT / CONTENT STANDARD	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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CONTENT STANDARD / PERFORMANCE 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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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.2(c)	Use appropriate transitions to clarify the relationships among ideas and concepts.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.2(f)	Provide a concluding statement or section that follows from the information or explanation presented.

DOMAIN WA.W.6. Writing Standards

BIG IDEA / CORE CONTENT		Production and Distribution of Writing
CORE CONTENT / CONTENT STANDARD	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.)
CORE CONTENT / CONTENT STANDARD	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.

DOMAIN WA.W.6. Writing Standards

BIG IDEA / CORE CONTENT		Range of Writing
CORE CONTENT / CONTENT STANDARD	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.

DOMAIN WA.SL.6. Speaking and Listening Standards

BIG IDEA / CORE CONTENT		Comprehension and Collaboration
CORE CONTENT / CONTENT STANDARD	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.
CONTENT STANDARD / PERFORMANCE 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.

CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
CONTENT STANDARD / PERFORMANCE 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.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

DOMAIN WA.SL.6. Speaking and Listening Standards

BIG IDEA / CORE CONTENT		Presentation of Knowledge and Ideas
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CORE CONTENT / CONTENT STANDARD	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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DOMAIN WA.L.6. Language Standards

BIG IDEA / CORE CONTENT		Conventions of Standard English
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CORE CONTENT / CONTENT STANDARD	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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CONTENT STANDARD / PERFORMANCE 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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DOMAIN WA.L.6. Language Standards

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
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CORE CONTENT / CONTENT STANDARD	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
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CONTENT STANDARD / PERFORMANCE 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.
CONTENT STANDARD / PERFORMANCE 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).

DOMAIN WA.L.6. Language Standards

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
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CORE CONTENT / CONTENT STANDARD	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

Washington State K-12 Learning Standards and Guidelines
Language Arts
Grade 6 - Adopted: 2011

DOMAIN WA.RI.6. Reading Standards for Informational Text

BIG IDEA / CORE CONTENT		Key Ideas and Details
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CORE CONTENT / CONTENT STANDARD	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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CORE CONTENT / CONTENT STANDARD	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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CORE CONTENT / CONTENT STANDARD	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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DOMAIN WA.RI.6. Reading Standards for Informational Text

BIG IDEA / CORE CONTENT		Craft and Structure
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CORE CONTENT / CONTENT STANDARD	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
DOMAIN	WA.RI.6.	Reading Standards for Informational Text
BIG IDEA / CORE CONTENT		Integration of Knowledge and Ideas
CORE CONTENT / CONTENT STANDARD	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.
DOMAIN	WA.W.6.	Writing Standards
BIG IDEA / CORE CONTENT		Text Types and Purposes
CORE CONTENT / CONTENT STANDARD	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.
CONTENT STANDARD / PERFORMANC E 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.
CONTENT STANDARD / PERFORMANC E EXPECTATION	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
CONTENT STANDARD / PERFORMANC E EXPECTATION	W.6.2(c)	Use appropriate transitions to clarify the relationships among ideas and concepts.
CONTENT STANDARD / PERFORMANC E EXPECTATION	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CONTENT STANDARD / PERFORMANC E EXPECTATION	W.6.2(f)	Provide a concluding statement or section that follows from the information or explanation presented.
DOMAIN	WA.W.6.	Writing Standards
BIG IDEA / CORE CONTENT		Production and Distribution of Writing

CORE CONTENT / CONTENT STANDARD	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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CORE CONTENT / CONTENT STANDARD	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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DOMAIN WA.W.6. Writing Standards

BIG IDEA / CORE CONTENT		Research to Build and Present Knowledge
CORE CONTENT / CONTENT STANDARD	W.6.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

CONTENT STANDARD / PERFORMANCE 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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DOMAIN WA.W.6. Writing Standards

BIG IDEA / CORE CONTENT		Range of Writing
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CORE CONTENT / CONTENT STANDARD	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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DOMAIN WA.SL.6. Speaking and Listening Standards

BIG IDEA / CORE CONTENT		Comprehension and Collaboration
CORE CONTENT / CONTENT STANDARD	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.

CONTENT STANDARD / PERFORMANCE 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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CONTENT STANDARD / PERFORMANCE 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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CONTENT STANDARD / PERFORMANCE 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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CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
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DOMAIN WA.SL.6. Speaking and Listening Standards

BIG IDEA / CORE CONTENT		Presentation of Knowledge and Ideas
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CORE CONTENT / CONTENT STANDARD	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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DOMAIN WA.L.6. Language Standards

BIG IDEA / CORE CONTENT		Conventions of Standard English
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CORE CONTENT / CONTENT STANDARD	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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CONTENT STANDARD / PERFORMANCE 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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DOMAIN WA.L.6. Language Standards

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
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CORE CONTENT / CONTENT STANDARD	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
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CONTENT STANDARD / PERFORMANCE 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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CONTENT STANDARD / PERFORMANCE 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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DOMAIN **WA.L.6.** **Language Standards**

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
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CORE CONTENT / CONTENT STANDARD	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: Writiiing from Notes, p. 35-42

Washington State K-12 Learning Standards and Guidelines

Language Arts

Grade 6 - Adopted: 2011

DOMAIN **WA.RI.6.** **Reading Standards for Informational Text**

BIG IDEA / CORE CONTENT		Key Ideas and Details
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CORE CONTENT / CONTENT STANDARD	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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CORE CONTENT / CONTENT STANDARD	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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CORE CONTENT / CONTENT STANDARD	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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DOMAIN **WA.RI.6.** **Reading Standards for Informational Text**

BIG IDEA / CORE CONTENT		Craft and Structure
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CORE CONTENT / CONTENT STANDARD	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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DOMAIN **WA.RI.6.** **Reading Standards for Informational Text**

BIG IDEA / CORE CONTENT		Integration of Knowledge and Ideas
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CORE CONTENT / CONTENT STANDARD	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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DOMAIN WA.W.6. Writing Standards

BIG IDEA / CORE CONTENT		Text Types and Purposes
CORE CONTENT / CONTENT STANDARD	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.

CONTENT STANDARD / PERFORMANCE 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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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.2(c)	Use appropriate transitions to clarify the relationships among ideas and concepts.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.2(f)	Provide a concluding statement or section that follows from the information or explanation presented.
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DOMAIN WA.W.6. Writing Standards

BIG IDEA / CORE CONTENT		Production and Distribution of Writing
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CORE CONTENT / CONTENT STANDARD	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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CORE CONTENT / CONTENT STANDARD	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.
DOMAIN	WA.W.6.	Writing Standards
BIG IDEA / CORE CONTENT		Research to Build and Present Knowledge
CORE CONTENT / CONTENT STANDARD	W.6.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

CONTENT STANDARD / PERFORMANC E 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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DOMAIN	WA.W.6.	Writing Standards
BIG IDEA / CORE CONTENT		Range of Writing

CORE CONTENT / CONTENT STANDARD	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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DOMAIN	WA.SL.6.	Speaking and Listening Standards
BIG IDEA / CORE CONTENT		Comprehension and Collaboration
CORE CONTENT / CONTENT STANDARD	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.

CONTENT STANDARD / PERFORMANC E 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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CONTENT STANDARD / PERFORMANC E 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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CONTENT STANDARD / PERFORMANC E 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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CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
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DOMAIN **WA.L.6.** **Language Standards**

BIG IDEA / CORE CONTENT		Conventions of Standard English
CORE CONTENT / CONTENT STANDARD	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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CONTENT STANDARD / PERFORMANCE 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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DOMAIN **WA.L.6.** **Language Standards**

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	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.

CONTENT STANDARD / PERFORMANCE 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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CONTENT STANDARD / PERFORMANCE 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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DOMAIN **WA.L.6.** **Language Standards**

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	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.

Washington State K-12 Learning Standards and Guidelines

Language Arts

Grade 6 - Adopted: 2011

DOMAIN **WA.RL.6. Reading Standards for Literature**

BIG IDEA / CORE CONTENT		Key Ideas and Details
CORE CONTENT / CONTENT STANDARD	RL.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
CORE CONTENT / CONTENT STANDARD	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.
CORE CONTENT / CONTENT STANDARD	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.

DOMAIN **WA.RL.6. Reading Standards for Literature**

BIG IDEA / CORE CONTENT		Craft and Structure
CORE CONTENT / CONTENT STANDARD	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.

DOMAIN **WA.RL.6. Reading Standards for Literature**

BIG IDEA / CORE CONTENT		Range of Reading and Level of Text Complexity
CORE CONTENT / CONTENT STANDARD	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.

DOMAIN **WA.W.6. Writing Standards**

BIG IDEA / CORE CONTENT		Production and Distribution of Writing
CORE CONTENT / CONTENT STANDARD	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.)

DOMAIN **WA.SL.6. Speaking and Listening Standards**

BIG IDEA / CORE CONTENT		Comprehension and Collaboration
CORE CONTENT / CONTENT STANDARD	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.
CONTENT STANDARD / PERFORMANCE 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.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
CONTENT STANDARD / PERFORMANCE 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.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

DOMAIN **WA.SL.6. Speaking and Listening Standards**

BIG IDEA / CORE CONTENT		Presentation of Knowledge and Ideas
CORE CONTENT / CONTENT STANDARD	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.

DOMAIN **WA.L.6. Language Standards**

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	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.
CONTENT STANDARD / PERFORMANCE 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.

CONTENT STANDARD / PERFORMANCE 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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DOMAIN **WA.L.6.** **Language Standards**

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
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CORE CONTENT / CONTENT STANDARD	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 06: Unit 3: Retelling Narrative Stories, p. 49-56

Washington State K-12 Learning Standards and Guidelines

Language Arts

Grade 6 - Adopted: 2011

DOMAIN **WA.RL.6.** **Reading Standards for Literature**

BIG IDEA / CORE CONTENT		Key Ideas and Details
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CORE CONTENT / CONTENT STANDARD	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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CORE CONTENT / CONTENT STANDARD	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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CORE CONTENT / CONTENT STANDARD	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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DOMAIN **WA.RL.6.** **Reading Standards for Literature**

BIG IDEA / CORE CONTENT		Craft and Structure
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CORE CONTENT / CONTENT STANDARD	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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DOMAIN **WA.RL.6.** **Reading Standards for Literature**

BIG IDEA / CORE CONTENT		Range of Reading and Level of Text Complexity
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CORE CONTENT / CONTENT STANDARD	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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DOMAIN WA.W.6. Writing Standards

BIG IDEA / CORE CONTENT		Text Types and Purposes
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CORE CONTENT / CONTENT STANDARD	W.6.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
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CONTENT STANDARD / PERFORMANCE 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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CONTENT STANDARD / PERFORMANCE 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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CONTENT STANDARD / PERFORMANCE 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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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.3(e)	Provide a conclusion that follows from the narrated experiences or events.
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DOMAIN WA.W.6. Writing Standards

BIG IDEA / CORE CONTENT		Production and Distribution of Writing
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CORE CONTENT / CONTENT STANDARD	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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CORE CONTENT / CONTENT STANDARD	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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DOMAIN WA.W.6. Writing Standards

BIG IDEA / CORE CONTENT		Range of Writing
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CORE CONTENT / CONTENT STANDARD

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.

DOMAIN **WA.SL.6. Speaking and Listening Standards**

BIG IDEA / CORE CONTENT		Comprehension and Collaboration
CORE CONTENT / CONTENT STANDARD	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.

CONTENT STANDARD / PERFORMANCE 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.

CONTENT STANDARD / PERFORMANCE EXPECTATION

SL.6.1(b)

Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

CONTENT STANDARD / PERFORMANCE 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.

CONTENT STANDARD / PERFORMANCE EXPECTATION

SL.6.1(d)

Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

DOMAIN **WA.L.6. Language Standards**

BIG IDEA / CORE CONTENT		Conventions of Standard English
CORE CONTENT / CONTENT STANDARD	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CONTENT STANDARD / PERFORMANCE EXPECTATION

L.6.1(d)

Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

CONTENT STANDARD / PERFORMANCE 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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DOMAIN **WA.L.6.** **Language Standards**

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	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.

CONTENT STANDARD / PERFORMANCE 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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CONTENT STANDARD / PERFORMANCE 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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CONTENT STANDARD / PERFORMANCE 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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DOMAIN **WA.L.6.** **Language Standards**

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
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CORE CONTENT / CONTENT STANDARD	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 07: Unit 3: Retelling Narrative Stories, p. 57-74

Washington State K-12 Learning Standards and Guidelines

Language Arts

Grade 6 - Adopted: 2011

DOMAIN **WA.RL.6.** **Reading Standards for Literature**

BIG IDEA / CORE CONTENT		Key Ideas and Details
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CORE CONTENT / CONTENT STANDARD	RL.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
CORE CONTENT / CONTENT STANDARD	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.
CORE CONTENT / CONTENT STANDARD	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.
DOMAIN	WA.RL.6.	Reading Standards for Literature
BIG IDEA / CORE CONTENT		Craft and Structure
CORE CONTENT / CONTENT STANDARD	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.
DOMAIN	WA.RL.6.	Reading Standards for Literature
BIG IDEA / CORE CONTENT		Range of Reading and Level of Text Complexity
CORE CONTENT / CONTENT STANDARD	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.
DOMAIN	WA.W.6.	Writing Standards
BIG IDEA / CORE CONTENT		Text Types and Purposes
CORE CONTENT / CONTENT STANDARD	W.6.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
CONTENT STANDARD / PERFORMANC E 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.
CONTENT STANDARD / PERFORMANC E 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.

CONTENT STANDARD / PERFORMANCE 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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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.3(e)	Provide a conclusion that follows from the narrated experiences or events.
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DOMAIN WA.W.6. Writing Standards

BIG IDEA / CORE CONTENT		Production and Distribution of Writing
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CORE CONTENT / CONTENT STANDARD	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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CORE CONTENT / CONTENT STANDARD	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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DOMAIN WA.W.6. Writing Standards

BIG IDEA / CORE CONTENT		Range of Writing
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CORE CONTENT / CONTENT STANDARD	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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DOMAIN WA.SL.6. Speaking and Listening Standards

BIG IDEA / CORE CONTENT		Comprehension and Collaboration
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CORE CONTENT / CONTENT STANDARD	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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CONTENT STANDARD / PERFORMANCE 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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CONTENT STANDARD / PERFORMANCE 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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CONTENT STANDARD / PERFORMANCE 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.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

DOMAIN WA.L.6. Language Standards

BIG IDEA / CORE CONTENT		Conventions of Standard English
CORE CONTENT / CONTENT STANDARD	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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CONTENT STANDARD / PERFORMANCE 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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DOMAIN WA.L.6. Language Standards

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	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.

CONTENT STANDARD / PERFORMANCE 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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CONTENT STANDARD / PERFORMANCE 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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CONTENT STANDARD / PERFORMANCE 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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DOMAIN **WA.L.6.** **Language Standards**

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
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CORE CONTENT / CONTENT STANDARD	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 08: Unit 3: Retelling Narrative Stories, p. 65-74

Washington State K-12 Learning Standards and Guidelines

Language Arts

Grade 6 - Adopted: 2011

DOMAIN **WA.RL.6.** **Reading Standards for Literature**

BIG IDEA / CORE CONTENT		Key Ideas and Details
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CORE CONTENT / CONTENT STANDARD	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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CORE CONTENT / CONTENT STANDARD	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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CORE CONTENT / CONTENT STANDARD	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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DOMAIN **WA.RL.6.** **Reading Standards for Literature**

BIG IDEA / CORE CONTENT		Craft and Structure
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CORE CONTENT / CONTENT STANDARD	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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DOMAIN **WA.RL.6.** **Reading Standards for Literature**

BIG IDEA / CORE CONTENT		Range of Reading and Level of Text Complexity
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CORE CONTENT / CONTENT STANDARD	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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DOMAIN **WA.W.6.** **Writing Standards**

BIG IDEA / CORE CONTENT		Text Types and Purposes
CORE CONTENT / CONTENT STANDARD	W.6.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

CONTENT STANDARD / PERFORMANC E 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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CONTENT STANDARD / PERFORMANC E 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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CONTENT STANDARD / PERFORMANC E 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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CONTENT STANDARD / PERFORMANC E EXPECTATION	W.6.3(e)	Provide a conclusion that follows from the narrated experiences or events.
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DOMAIN **WA.W.6.** **Writing Standards**

BIG IDEA / CORE CONTENT		Production and Distribution of Writing
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CORE CONTENT / CONTENT STANDARD	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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CORE CONTENT / CONTENT STANDARD	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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DOMAIN **WA.W.6.** **Writing Standards**

BIG IDEA / CORE CONTENT		Range of Writing
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CORE CONTENT / CONTENT STANDARD	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.
DOMAIN	WA.SL.6.	Speaking and Listening Standards
BIG IDEA / CORE CONTENT		Comprehension and Collaboration
CORE CONTENT / CONTENT STANDARD	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.

CONTENT STANDARD / PERFORMANCE 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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CONTENT STANDARD / PERFORMANCE 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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CONTENT STANDARD / PERFORMANCE 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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CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
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DOMAIN	WA.L.6.	Language Standards
BIG IDEA / CORE CONTENT		Conventions of Standard English
CORE CONTENT / CONTENT STANDARD	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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CONTENT STANDARD / PERFORMANCE 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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DOMAIN **WA.L.6.** **Language Standards**

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	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.
CONTENT STANDARD / PERFORMANCE 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.
CONTENT STANDARD / PERFORMANCE 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.
CONTENT STANDARD / PERFORMANCE 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).

DOMAIN **WA.L.6.** **Language Standards**

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

Washington State K-12 Learning Standards and Guidelines

Language Arts

Grade 6 - Adopted: 2011

DOMAIN **WA.RI.6.** **Reading Standards for Informational Text**

BIG IDEA / CORE CONTENT		Key Ideas and Details
CORE CONTENT / CONTENT STANDARD	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CORE CONTENT / CONTENT STANDARD	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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CORE CONTENT / CONTENT STANDARD	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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DOMAIN WA.RI.6. Reading Standards for Informational Text

BIG IDEA / CORE CONTENT		Craft and Structure
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CORE CONTENT / CONTENT STANDARD	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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DOMAIN WA.RI.6. Reading Standards for Informational Text

BIG IDEA / CORE CONTENT		Integration of Knowledge and Ideas
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CORE CONTENT / CONTENT STANDARD	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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DOMAIN WA.W.6. Writing Standards

BIG IDEA / CORE CONTENT		Text Types and Purposes
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CORE CONTENT / CONTENT STANDARD	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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CONTENT STANDARD / PERFORMANC E 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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CONTENT STANDARD / PERFORMANC E EXPECTATION	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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CONTENT STANDARD / PERFORMANC E EXPECTATION	W.6.2(c)	Use appropriate transitions to clarify the relationships among ideas and concepts.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.2(f)	Provide a concluding statement or section that follows from the information or explanation presented.
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DOMAIN WA.W.6. Writing Standards

BIG IDEA / CORE CONTENT		Production and Distribution of Writing
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CORE CONTENT / CONTENT STANDARD	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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CORE CONTENT / CONTENT STANDARD	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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DOMAIN WA.W.6. Writing Standards

BIG IDEA / CORE CONTENT		Research to Build and Present Knowledge
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CORE CONTENT / CONTENT STANDARD	W.6.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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CONTENT STANDARD / PERFORMANCE 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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DOMAIN WA.W.6. Writing Standards

BIG IDEA / CORE CONTENT		Range of Writing
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CORE CONTENT / CONTENT STANDARD	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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DOMAIN WA.SL.6. Speaking and Listening Standards

BIG IDEA / CORE CONTENT		Comprehension and Collaboration
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CORE CONTENT / CONTENT STANDARD	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.
CONTENT STANDARD / PERFORMANCE 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.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
CONTENT STANDARD / PERFORMANCE 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.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

DOMAIN **WA.L.6.** **Language Standards**

BIG IDEA / CORE CONTENT		Conventions of Standard English
CORE CONTENT / CONTENT STANDARD	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
CONTENT STANDARD / PERFORMANCE 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.

DOMAIN **WA.L.6.** **Language Standards**

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	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.

CONTENT STANDARD / PERFORMANCE 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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CONTENT STANDARD / PERFORMANCE 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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DOMAIN WA.L.6. Language Standards

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
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CORE CONTENT / CONTENT STANDARD	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

Washington State K-12 Learning Standards and Guidelines

Language Arts

Grade 6 - Adopted: 2011

DOMAIN WA.RI.6. Reading Standards for Informational Text

BIG IDEA / CORE CONTENT		Key Ideas and Details
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CORE CONTENT / CONTENT STANDARD	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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CORE CONTENT / CONTENT STANDARD	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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CORE CONTENT / CONTENT STANDARD	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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DOMAIN WA.RI.6. Reading Standards for Informational Text

BIG IDEA / CORE CONTENT		Craft and Structure
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CORE CONTENT / CONTENT STANDARD	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
DOMAIN	WA.RI.6.	Reading Standards for Informational Text
BIG IDEA / CORE CONTENT		Integration of Knowledge and Ideas
CORE CONTENT / CONTENT STANDARD	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.
DOMAIN	WA.W.6.	Writing Standards
BIG IDEA / CORE CONTENT		Text Types and Purposes
CORE CONTENT / CONTENT STANDARD	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.
CONTENT STANDARD / PERFORMANC E 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.
CONTENT STANDARD / PERFORMANC E EXPECTATION	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
CONTENT STANDARD / PERFORMANC E EXPECTATION	W.6.2(c)	Use appropriate transitions to clarify the relationships among ideas and concepts.
CONTENT STANDARD / PERFORMANC E EXPECTATION	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CONTENT STANDARD / PERFORMANC E EXPECTATION	W.6.2(f)	Provide a concluding statement or section that follows from the information or explanation presented.
DOMAIN	WA.W.6.	Writing Standards
BIG IDEA / CORE CONTENT		Production and Distribution of Writing

CORE CONTENT / CONTENT STANDARD	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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CORE CONTENT / CONTENT STANDARD	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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DOMAIN WA.W.6. Writing Standards

BIG IDEA / CORE CONTENT		Research to Build and Present Knowledge
CORE CONTENT / CONTENT STANDARD	W.6.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

CONTENT STANDARD / PERFORMANCE 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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DOMAIN WA.W.6. Writing Standards

BIG IDEA / CORE CONTENT		Range of Writing
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CORE CONTENT / CONTENT STANDARD	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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DOMAIN WA.SL.6. Speaking and Listening Standards

BIG IDEA / CORE CONTENT		Comprehension and Collaboration
CORE CONTENT / CONTENT STANDARD	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.

CONTENT STANDARD / PERFORMANCE 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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CONTENT STANDARD / PERFORMANCE 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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CONTENT STANDARD / PERFORMANCE 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.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

DOMAIN WA.L.6. Language Standards

BIG IDEA / CORE CONTENT		Conventions of Standard English
CORE CONTENT / CONTENT STANDARD	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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CONTENT STANDARD / PERFORMANCE 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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DOMAIN WA.L.6. Language Standards

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	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.

CONTENT STANDARD / PERFORMANCE 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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CONTENT STANDARD / PERFORMANCE 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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CONTENT STANDARD / PERFORMANCE 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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DOMAIN **WA.L.6.** **Language Standards**

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
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CORE CONTENT / CONTENT STANDARD	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 11: Unit 4 Summarizing a Reference, p. 91-100

Washington State K-12 Learning Standards and Guidelines

Language Arts

Grade 6 - Adopted: 2011

DOMAIN **WA.RI.6.** **Reading Standards for Informational Text**

BIG IDEA / CORE CONTENT		Key Ideas and Details
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CORE CONTENT / CONTENT STANDARD	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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CORE CONTENT / CONTENT STANDARD	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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CORE CONTENT / CONTENT STANDARD	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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DOMAIN **WA.RI.6.** **Reading Standards for Informational Text**

BIG IDEA / CORE CONTENT		Craft and Structure
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CORE CONTENT / CONTENT STANDARD	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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DOMAIN **WA.RI.6.** **Reading Standards for Informational Text**

BIG IDEA / CORE CONTENT		Integration of Knowledge and Ideas
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CORE CONTENT / CONTENT STANDARD	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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DOMAIN WA.W.6. Writing Standards

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

DOMAIN WA.W.6. Writing Standards

BIG IDEA / CORE CONTENT		Production and Distribution of Writing
CORE CONTENT / CONTENT STANDARD	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.)
CORE CONTENT / CONTENT STANDARD	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.

DOMAIN WA.W.6. Writing Standards

BIG IDEA / CORE CONTENT		Research to Build and Present Knowledge
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CORE CONTENT / CONTENT STANDARD	W.6.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT STANDARD / PERFORMANCE 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").
DOMAIN	WA.W.6.	Writing Standards
BIG IDEA / CORE CONTENT		Range of Writing
CORE CONTENT / CONTENT STANDARD	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.
DOMAIN	WA.SL.6.	Speaking and Listening Standards
BIG IDEA / CORE CONTENT		Comprehension and Collaboration
CORE CONTENT / CONTENT STANDARD	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.
CONTENT STANDARD / PERFORMANCE 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.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
CONTENT STANDARD / PERFORMANCE 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.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
DOMAIN	WA.L.6.	Language Standards
BIG IDEA / CORE CONTENT		Conventions of Standard English

CORE CONTENT / CONTENT STANDARD	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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CONTENT STANDARD / PERFORMANCE 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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DOMAIN **WA.L.6.** **Language Standards**

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
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CORE CONTENT / CONTENT STANDARD	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
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CONTENT STANDARD / PERFORMANCE 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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CONTENT STANDARD / PERFORMANCE 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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CONTENT STANDARD / PERFORMANCE 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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DOMAIN **WA.L.6.** **Language Standards**

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
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CORE CONTENT / CONTENT STANDARD	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 12: Unit 4 Summarizing a Reference, p. 101-112

DOMAIN **WA.RI.6.** **Reading Standards for Informational Text**

BIG IDEA / CORE CONTENT		Key Ideas and Details
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CORE CONTENT / CONTENT STANDARD	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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CORE CONTENT / CONTENT STANDARD	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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CORE CONTENT / CONTENT STANDARD	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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DOMAIN **WA.RI.6.** **Reading Standards for Informational Text**

BIG IDEA / CORE CONTENT		Craft and Structure
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CORE CONTENT / CONTENT STANDARD	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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DOMAIN **WA.RI.6.** **Reading Standards for Informational Text**

BIG IDEA / CORE CONTENT		Integration of Knowledge and Ideas
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CORE CONTENT / CONTENT STANDARD	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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DOMAIN **WA.W.6.** **Writing Standards**

BIG IDEA / CORE CONTENT		Text Types and Purposes
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CORE CONTENT / CONTENT STANDARD	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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CONTENT STANDARD / PERFORMANCE 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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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.2(c)	Use appropriate transitions to clarify the relationships among ideas and concepts.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.2(f)	Provide a concluding statement or section that follows from the information or explanation presented.

DOMAIN WA.W.6. Writing Standards

BIG IDEA / CORE CONTENT		Production and Distribution of Writing
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CORE CONTENT / CONTENT STANDARD	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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CORE CONTENT / CONTENT STANDARD	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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DOMAIN WA.W.6. Writing Standards

BIG IDEA / CORE CONTENT		Research to Build and Present Knowledge
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CORE CONTENT / CONTENT STANDARD	W.6.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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CONTENT STANDARD / PERFORMANCE 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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DOMAIN WA.W.6. Writing Standards

BIG IDEA / CORE CONTENT		Range of Writing
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CORE CONTENT / CONTENT STANDARD	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.
DOMAIN	WA.SL.6.	Speaking and Listening Standards
BIG IDEA / CORE CONTENT		Comprehension and Collaboration
CORE CONTENT / CONTENT STANDARD	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.

CONTENT STANDARD / PERFORMANCE 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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CONTENT STANDARD / PERFORMANCE 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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CONTENT STANDARD / PERFORMANCE 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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CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
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DOMAIN	WA.L.6.	Language Standards
BIG IDEA / CORE CONTENT		Conventions of Standard English
CORE CONTENT / CONTENT STANDARD	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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CONTENT STANDARD / PERFORMANCE 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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DOMAIN **WA.L.6.** **Language Standards**

BIG IDEA / CORE CONTENT		Knowledge of Language
CORE CONTENT / CONTENT STANDARD	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CONTENT STANDARD / PERFORMANCE EXPECTATION

L.6.3(a)

Vary sentence patterns for meaning, reader/ listener interest, and style.

DOMAIN **WA.L.6.** **Language Standards**

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	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.

CONTENT STANDARD / PERFORMANCE 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.

CONTENT STANDARD / PERFORMANCE 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.

CONTENT STANDARD / PERFORMANCE 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).

DOMAIN **WA.L.6.** **Language Standards**

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	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

DOMAIN **WA.W.6. Writing Standards**

BIG IDEA / CORE CONTENT		Production and Distribution of Writing
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CORE CONTENT / CONTENT STANDARD	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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DOMAIN **WA.SL.6. Speaking and Listening Standards**

BIG IDEA / CORE CONTENT		Comprehension and Collaboration
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CORE CONTENT / CONTENT STANDARD	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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CONTENT STANDARD / PERFORMANCE 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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CONTENT STANDARD / PERFORMANCE 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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CONTENT STANDARD / PERFORMANCE 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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CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
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DOMAIN **WA.SL.6. Speaking and Listening Standards**

BIG IDEA / CORE CONTENT		Presentation of Knowledge and Ideas
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CORE CONTENT / CONTENT STANDARD	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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DOMAIN **WA.L.6. Language Standards**

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 14: Unit 5 Writing from Pictures, p. 119-127

Washington State K-12 Learning Standards and Guidelines

Language Arts

Grade 6 - Adopted: 2011

DOMAIN WA.W.6. Writing Standards

BIG IDEA / CORE CONTENT		Text Types and Purposes
CORE CONTENT / CONTENT STANDARD	W.6.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

CONTENT STANDARD / PERFORMANCE 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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CONTENT STANDARD / PERFORMANCE 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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CONTENT STANDARD / PERFORMANCE 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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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.3(e)	Provide a conclusion that follows from the narrated experiences or events.
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DOMAIN WA.W.6. Writing Standards

BIG IDEA / CORE CONTENT		Production and Distribution of Writing
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CORE CONTENT / CONTENT STANDARD	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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CORE CONTENT / CONTENT STANDARD	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.
DOMAIN	WA.W.6.	Writing Standards
BIG IDEA / CORE CONTENT		Range of Writing
CORE CONTENT / CONTENT STANDARD	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.
DOMAIN	WA.SL.6.	Speaking and Listening Standards
BIG IDEA / CORE CONTENT		Comprehension and Collaboration
CORE CONTENT / CONTENT STANDARD	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.
CONTENT STANDARD / PERFORMANC E 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.
CONTENT STANDARD / PERFORMANC E EXPECTATION	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
CONTENT STANDARD / PERFORMANC E 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.
CONTENT STANDARD / PERFORMANC E EXPECTATION	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
DOMAIN	WA.L.6.	Language Standards
BIG IDEA / CORE CONTENT		Conventions of Standard English
CORE CONTENT / CONTENT STANDARD	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
CONTENT STANDARD / PERFORMANCE 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.

DOMAIN WA.L.6. Language Standards

BIG IDEA / CORE CONTENT		Knowledge of Language
CORE CONTENT / CONTENT STANDARD	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.6.3(a)	Vary sentence patterns for meaning, reader/ listener interest, and style.
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DOMAIN WA.L.6. Language Standards

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
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CORE CONTENT / CONTENT STANDARD	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Lesson 15: Unit 5 Writing from Pictures, p. 127-134

Washington State K-12 Learning Standards and Guidelines

Language Arts

Grade 6 - Adopted: 2011

DOMAIN WA.W.6. Writing Standards

BIG IDEA / CORE CONTENT		Text Types and Purposes
CORE CONTENT / CONTENT STANDARD	W.6.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

CONTENT STANDARD / PERFORMANCE 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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CONTENT STANDARD / PERFORMANCE 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.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.3(d)	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.3(e)	Provide a conclusion that follows from the narrated experiences or events.

DOMAIN WA.W.6. Writing Standards

BIG IDEA / CORE CONTENT		Production and Distribution of Writing
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CORE CONTENT / CONTENT STANDARD	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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CORE CONTENT / CONTENT STANDARD	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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DOMAIN WA.W.6. Writing Standards

BIG IDEA / CORE CONTENT		Range of Writing
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CORE CONTENT / CONTENT STANDARD	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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DOMAIN WA.SL.6. Speaking and Listening Standards

BIG IDEA / CORE CONTENT		Comprehension and Collaboration
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CORE CONTENT / CONTENT STANDARD	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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CONTENT STANDARD / PERFORMANCE 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.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
CONTENT STANDARD / PERFORMANCE 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.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

DOMAIN **WA.L.6.** **Language Standards**

BIG IDEA / CORE CONTENT		Conventions of Standard English
CORE CONTENT / CONTENT STANDARD	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
CONTENT STANDARD / PERFORMANCE 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.

DOMAIN **WA.L.6.** **Language Standards**

BIG IDEA / CORE CONTENT		Knowledge of Language
CORE CONTENT / CONTENT STANDARD	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.6.3(a)	Vary sentence patterns for meaning, reader/ listener interest, and style.
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DOMAIN **WA.L.6.** **Language Standards**

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
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CORE CONTENT / CONTENT STANDARD	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 16: Unit 6 Summarizing Multiple References, p. 135-142

Washington State K-12 Learning Standards and Guidelines

Language Arts

Grade 6 - Adopted: 2011

DOMAIN **WA.RI.6.** **Reading Standards for Informational Text**

BIG IDEA / CORE CONTENT		Key Ideas and Details
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CORE CONTENT / CONTENT STANDARD	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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CORE CONTENT / CONTENT STANDARD	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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CORE CONTENT / CONTENT STANDARD	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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DOMAIN **WA.RI.6.** **Reading Standards for Informational Text**

BIG IDEA / CORE CONTENT		Craft and Structure
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CORE CONTENT / CONTENT STANDARD	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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DOMAIN **WA.RI.6.** **Reading Standards for Informational Text**

BIG IDEA / CORE CONTENT		Integration of Knowledge and Ideas
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CORE CONTENT / CONTENT STANDARD	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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DOMAIN WA.W.6. Writing Standards

BIG IDEA / CORE CONTENT		Text Types and Purposes
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CORE CONTENT / CONTENT STANDARD	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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CONTENT STANDARD / PERFORMANCE 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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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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DOMAIN WA.W.6. Writing Standards

BIG IDEA / CORE CONTENT		Production and Distribution of Writing
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CORE CONTENT / CONTENT STANDARD	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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DOMAIN WA.W.6. Writing Standards

BIG IDEA / CORE CONTENT		Research to Build and Present Knowledge
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CORE CONTENT / CONTENT STANDARD	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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CORE CONTENT / CONTENT STANDARD	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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DOMAIN WA.W.6. Writing Standards

BIG IDEA / CORE CONTENT		Research to Build and Present Knowledge
CORE CONTENT / CONTENT STANDARD	W.6.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

CONTENT STANDARD / PERFORMANCE 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").

DOMAIN **WA.SL.6. Speaking and Listening Standards**

BIG IDEA / CORE CONTENT		Comprehension and Collaboration
CORE CONTENT / CONTENT STANDARD	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.

CONTENT STANDARD / PERFORMANCE 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.

CONTENT STANDARD / PERFORMANCE EXPECTATION

SL.6.1(b)

Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

CONTENT STANDARD / PERFORMANCE 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.

CONTENT STANDARD / PERFORMANCE EXPECTATION

SL.6.1(d)

Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

DOMAIN **WA.L.6. Language Standards**

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	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.

CONTENT STANDARD / PERFORMANCE 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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CONTENT STANDARD / PERFORMANCE 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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DOMAIN	WA.L.6.	Language Standards
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use

CORE CONTENT / CONTENT STANDARD	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

Washington State K-12 Learning Standards and Guidelines

Language Arts

Grade 6 - Adopted: 2011

DOMAIN	WA.RI.6.	Reading Standards for Informational Text
BIG IDEA / CORE CONTENT		Key Ideas and Details

CORE CONTENT / CONTENT STANDARD	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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CORE CONTENT / CONTENT STANDARD	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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CORE CONTENT / CONTENT STANDARD	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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DOMAIN	WA.RI.6.	Reading Standards for Informational Text
BIG IDEA / CORE CONTENT		Craft and Structure

CORE CONTENT / CONTENT STANDARD	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
DOMAIN	WA.RI.6.	Reading Standards for Informational Text
BIG IDEA / CORE CONTENT		Integration of Knowledge and Ideas
CORE CONTENT / CONTENT STANDARD	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.
DOMAIN	WA.W.6.	Writing Standards
BIG IDEA / CORE CONTENT		Text Types and Purposes
CORE CONTENT / CONTENT STANDARD	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.
CONTENT STANDARD / PERFORMANC E 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.
CONTENT STANDARD / PERFORMANC E EXPECTATION	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
CONTENT STANDARD / PERFORMANC E EXPECTATION	W.6.2(c)	Use appropriate transitions to clarify the relationships among ideas and concepts.
CONTENT STANDARD / PERFORMANC E EXPECTATION	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CONTENT STANDARD / PERFORMANC E EXPECTATION	W.6.2(f)	Provide a concluding statement or section that follows from the information or explanation presented.
DOMAIN	WA.W.6.	Writing Standards
BIG IDEA / CORE CONTENT		Production and Distribution of Writing

CORE CONTENT / CONTENT STANDARD	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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CORE CONTENT / CONTENT STANDARD	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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DOMAIN WA.W.6. Writing Standards

BIG IDEA / CORE CONTENT		Research to Build and Present Knowledge
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CORE CONTENT / CONTENT STANDARD	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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CORE CONTENT / CONTENT STANDARD	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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DOMAIN WA.W.6. Writing Standards

BIG IDEA / CORE CONTENT		Research to Build and Present Knowledge
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CORE CONTENT / CONTENT STANDARD	W.6.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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CONTENT STANDARD / PERFORMANCE 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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DOMAIN WA.W.6. Writing Standards

BIG IDEA / CORE CONTENT		Range of Writing
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CORE CONTENT / CONTENT STANDARD	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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DOMAIN WA.SL.6. Speaking and Listening Standards

BIG IDEA / CORE CONTENT		Comprehension and Collaboration
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CORE CONTENT / CONTENT STANDARD	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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CONTENT STANDARD / PERFORMANCE 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.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
CONTENT STANDARD / PERFORMANCE 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.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

DOMAIN WA.L.6. Language Standards

BIG IDEA / CORE CONTENT		Conventions of Standard English
CORE CONTENT / CONTENT STANDARD	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
CONTENT STANDARD / PERFORMANCE 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.

DOMAIN WA.L.6. Language Standards

BIG IDEA / CORE CONTENT		Knowledge of Language
CORE CONTENT / CONTENT STANDARD	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.6.3(a)	Vary sentence patterns for meaning, reader/ listener interest, and style.
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DOMAIN **WA.L.6.** **Language Standards**

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	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.

CONTENT STANDARD / PERFORMANCE 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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CONTENT STANDARD / PERFORMANCE 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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CONTENT STANDARD / PERFORMANCE 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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DOMAIN **WA.L.6.** **Language Standards**

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
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CORE CONTENT / CONTENT STANDARD	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

Washington State K-12 Learning Standards and Guidelines

Language Arts

Grade 6 - Adopted: 2011

DOMAIN **WA.RI.6.** **Reading Standards for Informational Text**

BIG IDEA / CORE CONTENT		Key Ideas and Details
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CORE CONTENT / CONTENT STANDARD	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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CORE CONTENT / CONTENT STANDARD	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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CORE CONTENT / CONTENT STANDARD	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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DOMAIN	WA.RI.6.	Reading Standards for Informational Text
BIG IDEA / CORE CONTENT		Craft and Structure

CORE CONTENT / CONTENT STANDARD	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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DOMAIN	WA.RI.6.	Reading Standards for Informational Text
BIG IDEA / CORE CONTENT		Integration of Knowledge and Ideas

CORE CONTENT / CONTENT STANDARD	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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DOMAIN	WA.W.6.	Writing Standards
BIG IDEA / CORE CONTENT		Text Types and Purposes

CORE CONTENT / CONTENT STANDARD	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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CONTENT STANDARD / PERFORMANC E 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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CONTENT STANDARD / PERFORMANC E EXPECTATION	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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DOMAIN	WA.W.6.	Writing Standards
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BIG IDEA / CORE CONTENT		Production and Distribution of Writing
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CORE CONTENT / CONTENT STANDARD	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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DOMAIN **WA.W.6. Writing Standards**

BIG IDEA / CORE CONTENT		Research to Build and Present Knowledge
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CORE CONTENT / CONTENT STANDARD	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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CORE CONTENT / CONTENT STANDARD	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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DOMAIN **WA.SL.6. Speaking and Listening Standards**

BIG IDEA / CORE CONTENT		Comprehension and Collaboration
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CORE CONTENT / CONTENT STANDARD	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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CONTENT STANDARD / PERFORMANCE 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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CONTENT STANDARD / PERFORMANCE 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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CONTENT STANDARD / PERFORMANCE 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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CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
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DOMAIN **WA.L.6. Language Standards**

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	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.

CONTENT STANDARD / PERFORMANCE 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.

CONTENT STANDARD / PERFORMANCE 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).

DOMAIN

WA.L.6.

Language Standards

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
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CORE CONTENT / CONTENT STANDARD

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

Washington State K-12 Learning Standards and Guidelines

Language Arts

Grade 6 - Adopted: 2011

DOMAIN

WA.RI.6.

Reading Standards for Informational Text

BIG IDEA / CORE CONTENT		Key Ideas and Details
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CORE CONTENT / CONTENT STANDARD

RI.6.1.

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

CORE CONTENT / CONTENT STANDARD

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.

CORE CONTENT / CONTENT STANDARD

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).

DOMAIN **WA.RI.6.** **Reading Standards for Informational Text**

BIG IDEA / CORE CONTENT		Craft and Structure
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CORE CONTENT / CONTENT STANDARD	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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DOMAIN **WA.RI.6.** **Reading Standards for Informational Text**

BIG IDEA / CORE CONTENT		Integration of Knowledge and Ideas
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CORE CONTENT / CONTENT STANDARD	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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DOMAIN **WA.W.6.** **Writing Standards**

BIG IDEA / CORE CONTENT		Text Types and Purposes
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CORE CONTENT / CONTENT STANDARD	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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CONTENT STANDARD / PERFORMANCE 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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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.2(c)	Use appropriate transitions to clarify the relationships among ideas and concepts.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.2(f)	Provide a concluding statement or section that follows from the information or explanation presented.
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DOMAIN **WA.W.6.** **Writing Standards**

BIG IDEA / CORE CONTENT		Production and Distribution of Writing
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CORE CONTENT / CONTENT STANDARD	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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CORE CONTENT / CONTENT STANDARD	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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DOMAIN **WA.W.6.** **Writing Standards**

BIG IDEA / CORE CONTENT		Research to Build and Present Knowledge
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CORE CONTENT / CONTENT STANDARD	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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CORE CONTENT / CONTENT STANDARD	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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DOMAIN **WA.W.6.** **Writing Standards**

BIG IDEA / CORE CONTENT		Research to Build and Present Knowledge
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CORE CONTENT / CONTENT STANDARD	W.6.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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CONTENT STANDARD / PERFORMANCE 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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DOMAIN **WA.W.6.** **Writing Standards**

BIG IDEA / CORE CONTENT		Range of Writing
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CORE CONTENT / CONTENT STANDARD	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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DOMAIN **WA.SL.6.** **Speaking and Listening Standards**

BIG IDEA / CORE CONTENT		Comprehension and Collaboration
CORE CONTENT / CONTENT STANDARD	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.

CONTENT STANDARD / PERFORMANCE 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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CONTENT STANDARD / PERFORMANCE 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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CONTENT STANDARD / PERFORMANCE 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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CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
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DOMAIN WA.L.6. Language Standards

BIG IDEA / CORE CONTENT		Conventions of Standard English
CORE CONTENT / CONTENT STANDARD	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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CONTENT STANDARD / PERFORMANCE 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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DOMAIN WA.L.6. Language Standards

BIG IDEA / CORE CONTENT		Knowledge of Language
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CORE CONTENT / CONTENT STANDARD	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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CONTENT STANDARD / PERFORMANCE EXPECTATION

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

DOMAIN WA.L.6. Language Standards

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
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CORE CONTENT / CONTENT STANDARD	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
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CONTENT STANDARD / PERFORMANCE 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.

CONTENT STANDARD / PERFORMANCE 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).

DOMAIN WA.L.6. Language Standards

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
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CORE CONTENT / CONTENT STANDARD

L.6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

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Grade 6 - Adopted: 2011

DOMAIN WA.W.6. Writing Standards

BIG IDEA / CORE CONTENT		Text Types and Purposes
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CORE CONTENT / CONTENT STANDARD	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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CONTENT STANDARD / PERFORMANCE 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.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.2(c)	Use appropriate transitions to clarify the relationships among ideas and concepts.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.2(f)	Provide a concluding statement or section that follows from the information or explanation presented.

DOMAIN WA.W.6. Writing Standards

BIG IDEA / CORE CONTENT		Production and Distribution of Writing
CORE CONTENT / CONTENT STANDARD	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.)
CORE CONTENT / CONTENT STANDARD	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.

DOMAIN WA.W.6. Writing Standards

BIG IDEA / CORE CONTENT		Range of Writing
CORE CONTENT / CONTENT STANDARD	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.

DOMAIN WA.SL.6. Speaking and Listening Standards

BIG IDEA / CORE CONTENT		Comprehension and Collaboration
CORE CONTENT / CONTENT STANDARD	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.

CONTENT STANDARD / PERFORMANCE 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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CONTENT STANDARD / PERFORMANCE 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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CONTENT STANDARD / PERFORMANCE 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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CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
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DOMAIN WA.L.6. Language Standards

BIG IDEA / CORE CONTENT		Conventions of Standard English
CORE CONTENT / CONTENT STANDARD	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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CONTENT STANDARD / PERFORMANCE 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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DOMAIN WA.L.6. Language Standards

BIG IDEA / CORE CONTENT		Knowledge of Language
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CORE CONTENT / CONTENT STANDARD	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.6.3(a)	Vary sentence patterns for meaning, reader/ listener interest, and style.
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DOMAIN WA.L.6. Language Standards

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
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CORE CONTENT / CONTENT STANDARD	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 21: Unit 7 Inventive Writing, p. 181-190

Washington State K-12 Learning Standards and Guidelines

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Grade 6 - Adopted: 2011

DOMAIN WA.W.6. Writing Standards

BIG IDEA / CORE CONTENT		Text Types and Purposes
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CORE CONTENT / CONTENT STANDARD	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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CONTENT STANDARD / PERFORMANCE 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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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.2(c)	Use appropriate transitions to clarify the relationships among ideas and concepts.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.2(f)	Provide a concluding statement or section that follows from the information or explanation presented.
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DOMAIN WA.W.6. Writing Standards

BIG IDEA / CORE CONTENT		Production and Distribution of Writing
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CORE CONTENT / CONTENT STANDARD	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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CORE CONTENT / CONTENT STANDARD	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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DOMAIN WA.W.6. Writing Standards

BIG IDEA / CORE CONTENT		Research to Build and Present Knowledge
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CORE CONTENT / CONTENT STANDARD	W.6.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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CONTENT STANDARD / PERFORMANCE 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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DOMAIN WA.W.6. Writing Standards

BIG IDEA / CORE CONTENT		Range of Writing
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CORE CONTENT / CONTENT STANDARD	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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DOMAIN WA.SL.6. Speaking and Listening Standards

BIG IDEA / CORE CONTENT		Comprehension and Collaboration
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CORE CONTENT / CONTENT STANDARD	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.
CONTENT STANDARD / PERFORMANCE 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.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
CONTENT STANDARD / PERFORMANCE 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.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

DOMAIN **WA.L.6.** **Language Standards**

BIG IDEA / CORE CONTENT		Conventions of Standard English
CORE CONTENT / CONTENT STANDARD	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
CONTENT STANDARD / PERFORMANCE 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.

DOMAIN **WA.L.6.** **Language Standards**

BIG IDEA / CORE CONTENT		Knowledge of Language
CORE CONTENT / CONTENT STANDARD	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.6.3(a)	Vary sentence patterns for meaning, reader/ listener interest, and style.
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DOMAIN WA.L.6. Language Standards

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
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CORE CONTENT / CONTENT STANDARD	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 22: Unit 7 Inventive Writing, p. 191-198

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DOMAIN WA.W.6. Writing Standards

BIG IDEA / CORE CONTENT		Text Types and Purposes
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CORE CONTENT / CONTENT STANDARD	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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CONTENT STANDARD / PERFORMANCE 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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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.2(c)	Use appropriate transitions to clarify the relationships among ideas and concepts.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.2(f)	Provide a concluding statement or section that follows from the information or explanation presented.
DOMAIN	WA.W.6.	Writing Standards
BIG IDEA / CORE CONTENT		Production and Distribution of Writing
CORE CONTENT / CONTENT STANDARD	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.)
CORE CONTENT / CONTENT STANDARD	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.
DOMAIN	WA.W.6.	Writing Standards
BIG IDEA / CORE CONTENT		Research to Build and Present Knowledge
CORE CONTENT / CONTENT STANDARD	W.6.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT STANDARD / PERFORMANCE 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").
DOMAIN	WA.W.6.	Writing Standards
BIG IDEA / CORE CONTENT		Range of Writing
CORE CONTENT / CONTENT STANDARD	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.
DOMAIN	WA.SL.6.	Speaking and Listening Standards
BIG IDEA / CORE CONTENT		Comprehension and Collaboration
CORE CONTENT / CONTENT STANDARD	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.

CONTENT STANDARD / PERFORMANCE 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.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
CONTENT STANDARD / PERFORMANCE 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.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

DOMAIN WA.L.6. Language Standards

BIG IDEA / CORE CONTENT		Conventions of Standard English
CORE CONTENT / CONTENT STANDARD	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
CONTENT STANDARD / PERFORMANCE 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.

DOMAIN WA.L.6. Language Standards

BIG IDEA / CORE CONTENT		Knowledge of Language
CORE CONTENT / CONTENT STANDARD	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.6.3(a)	Vary sentence patterns for meaning, reader/ listener interest, and style.
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DOMAIN **WA.L.6.** **Language Standards**

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
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CORE CONTENT / CONTENT STANDARD	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

Washington State K-12 Learning Standards and Guidelines

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Grade 6 - Adopted: 2011

DOMAIN **WA.W.6.** **Writing Standards**

BIG IDEA / CORE CONTENT		Text Types and Purposes
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CORE CONTENT / CONTENT STANDARD	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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CONTENT STANDARD / PERFORMANCE 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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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.2(c)	Use appropriate transitions to clarify the relationships among ideas and concepts.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.2(f)	Provide a concluding statement or section that follows from the information or explanation presented.
DOMAIN	WA.W.6.	Writing Standards
BIG IDEA / CORE CONTENT		Production and Distribution of Writing
CORE CONTENT / CONTENT STANDARD	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.)
CORE CONTENT / CONTENT STANDARD	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.
DOMAIN	WA.W.6.	Writing Standards
BIG IDEA / CORE CONTENT		Research to Build and Present Knowledge
CORE CONTENT / CONTENT STANDARD	W.6.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT STANDARD / PERFORMANCE 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").
DOMAIN	WA.W.6.	Writing Standards
BIG IDEA / CORE CONTENT		Range of Writing
CORE CONTENT / CONTENT STANDARD	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.
DOMAIN	WA.SL.6.	Speaking and Listening Standards
BIG IDEA / CORE CONTENT		Comprehension and Collaboration
CORE CONTENT / CONTENT STANDARD	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.

CONTENT STANDARD / PERFORMANCE 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.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
CONTENT STANDARD / PERFORMANCE 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.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

DOMAIN WA.L.6. Language Standards

BIG IDEA / CORE CONTENT		Conventions of Standard English
CORE CONTENT / CONTENT STANDARD	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
CONTENT STANDARD / PERFORMANCE 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.

DOMAIN WA.L.6. Language Standards

BIG IDEA / CORE CONTENT		Knowledge of Language
CORE CONTENT / CONTENT STANDARD	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.6.3(a)	Vary sentence patterns for meaning, reader/ listener interest, and style.
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DOMAIN WA.L.6. Language Standards

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
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CORE CONTENT / CONTENT STANDARD	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

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Grade 6 - Adopted: 2011

DOMAIN WA.RI.6. Reading Standards for Informational Text

BIG IDEA / CORE CONTENT		Key Ideas and Details
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CORE CONTENT / CONTENT STANDARD	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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CORE CONTENT / CONTENT STANDARD	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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CORE CONTENT / CONTENT STANDARD	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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DOMAIN WA.RI.6. Reading Standards for Informational Text

BIG IDEA / CORE CONTENT		Craft and Structure
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CORE CONTENT / CONTENT STANDARD	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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DOMAIN WA.RI.6. Reading Standards for Informational Text

BIG IDEA / CORE CONTENT		Integration of Knowledge and Ideas
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CORE CONTENT / CONTENT STANDARD	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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DOMAIN **WA.W.6.** **Writing Standards**

BIG IDEA / CORE CONTENT		Text Types and Purposes
CORE CONTENT / CONTENT STANDARD	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.

CONTENT STANDARD / PERFORMANCE 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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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.2(c)	Use appropriate transitions to clarify the relationships among ideas and concepts.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.2(f)	Provide a concluding statement or section that follows from the information or explanation presented.
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DOMAIN **WA.W.6.** **Writing Standards**

BIG IDEA / CORE CONTENT		Production and Distribution of Writing
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CORE CONTENT / CONTENT STANDARD	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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CORE CONTENT / CONTENT STANDARD	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.
DOMAIN	WA.W.6.	Writing Standards
BIG IDEA / CORE CONTENT		Range of Writing
CORE CONTENT / CONTENT STANDARD	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.
DOMAIN	WA.SL.6.	Speaking and Listening Standards
BIG IDEA / CORE CONTENT		Comprehension and Collaboration
CORE CONTENT / CONTENT STANDARD	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.
CONTENT STANDARD / PERFORMANC E 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.
CONTENT STANDARD / PERFORMANC E EXPECTATION	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
CONTENT STANDARD / PERFORMANC E 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.
CONTENT STANDARD / PERFORMANC E EXPECTATION	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
DOMAIN	WA.L.6.	Language Standards
BIG IDEA / CORE CONTENT		Conventions of Standard English
CORE CONTENT / CONTENT STANDARD	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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CONTENT STANDARD / PERFORMANCE 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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DOMAIN **WA.L.6.** **Language Standards**

BIG IDEA / CORE CONTENT		Knowledge of Language
CORE CONTENT / CONTENT STANDARD	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.6.3(a)	Vary sentence patterns for meaning, reader/ listener interest, and style.
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DOMAIN **WA.L.6.** **Language Standards**

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	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.

CONTENT STANDARD / PERFORMANCE 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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CONTENT STANDARD / PERFORMANCE 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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DOMAIN **WA.L.6.** **Language Standards**

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	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.

Washington State K-12 Learning Standards and Guidelines

Language Arts

Grade 6 - Adopted: 2011

DOMAIN **WA.RI.6.** **Reading Standards for Informational Text****BIG IDEA /
CORE
CONTENT****Key Ideas and Details**CORE
CONTENT /
CONTENT
STANDARD

RI.6.1.

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

CORE
CONTENT /
CONTENT
STANDARD

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.

CORE
CONTENT /
CONTENT
STANDARD

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).

DOMAIN **WA.RI.6.** **Reading Standards for Informational Text****BIG IDEA /
CORE
CONTENT****Craft and Structure**CORE
CONTENT /
CONTENT
STANDARD

RI.6.4.

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

DOMAIN **WA.RI.6.** **Reading Standards for Informational Text****BIG IDEA /
CORE
CONTENT****Integration of Knowledge and Ideas**CORE
CONTENT /
CONTENT
STANDARD

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.

DOMAIN **WA.W.6.** **Writing Standards****BIG IDEA /
CORE
CONTENT****Production and Distribution of Writing**CORE
CONTENT /
CONTENT
STANDARD

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.)

CORE CONTENT / CONTENT STANDARD	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.
DOMAIN	WA.W.6.	Writing Standards
BIG IDEA / CORE CONTENT		Research to Build and Present Knowledge
CORE CONTENT / CONTENT STANDARD	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
CORE CONTENT / CONTENT STANDARD	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.
DOMAIN	WA.W.6.	Writing Standards
BIG IDEA / CORE CONTENT		Range of Writing
CORE CONTENT / CONTENT STANDARD	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.
DOMAIN	WA.SL.6.	Speaking and Listening Standards
BIG IDEA / CORE CONTENT		Comprehension and Collaboration
CORE CONTENT / CONTENT STANDARD	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.
CONTENT STANDARD / PERFORMANC E 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.
CONTENT STANDARD / PERFORMANC E EXPECTATION	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
CONTENT STANDARD / PERFORMANC E 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.

CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
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DOMAIN **WA.L.6.** **Language Standards**

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	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.

CONTENT STANDARD / PERFORMANCE 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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CONTENT STANDARD / PERFORMANCE 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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DOMAIN **WA.L.6.** **Language Standards**

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
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CORE CONTENT / CONTENT STANDARD	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

Washington State K-12 Learning Standards and Guidelines

Language Arts

Grade 6 - Adopted: 2011

DOMAIN **WA.W.6.** **Writing Standards**

BIG IDEA / CORE CONTENT		Text Types and Purposes
CORE CONTENT / CONTENT STANDARD	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.

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

DOMAIN WA.W.6. Writing Standards

BIG IDEA / CORE CONTENT		Production and Distribution of Writing
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CORE CONTENT / CONTENT STANDARD	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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CORE CONTENT / CONTENT STANDARD	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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DOMAIN WA.W.6. Writing Standards

BIG IDEA / CORE CONTENT		Range of Writing
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CORE CONTENT / CONTENT STANDARD	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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DOMAIN WA.SL.6. Speaking and Listening Standards

BIG IDEA / CORE CONTENT		Comprehension and Collaboration
CORE CONTENT / CONTENT STANDARD	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.

CONTENT STANDARD / PERFORMANCE 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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CONTENT STANDARD / PERFORMANCE 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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CONTENT STANDARD / PERFORMANCE 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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CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
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DOMAIN WA.L.6. Language Standards

BIG IDEA / CORE CONTENT		Conventions of Standard English
CORE CONTENT / CONTENT STANDARD	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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CONTENT STANDARD / PERFORMANCE 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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DOMAIN WA.L.6. Language Standards

BIG IDEA / CORE CONTENT		Knowledge of Language
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CORE CONTENT / CONTENT STANDARD	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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CONTENT STANDARD / PERFORMANCE EXPECTATION

L.6.3(a)

Vary sentence patterns for meaning, reader/ listener interest, and style.

DOMAIN

WA.L.6.

Language Standards

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
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CORE CONTENT / CONTENT STANDARD

L.6.6.

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

Washington State K-12 Learning Standards and Guidelines

Language Arts

Grade 6 - Adopted: 2011

DOMAIN

WA.RL.6.

Reading Standards for Literature

BIG IDEA / CORE CONTENT		Key Ideas and Details
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CORE CONTENT / CONTENT STANDARD

RL.6.1.

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

CORE CONTENT / CONTENT STANDARD

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.

CORE CONTENT / CONTENT STANDARD

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.

DOMAIN

WA.RL.6.

Reading Standards for Literature

BIG IDEA / CORE CONTENT		Craft and Structure
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CORE CONTENT / CONTENT STANDARD

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.

DOMAIN **WA.RL.6. Reading Standards for Literature**

BIG IDEA / CORE CONTENT		Range of Reading and Level of Text Complexity
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CORE CONTENT / CONTENT STANDARD	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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DOMAIN **WA.W.6. Writing Standards**

BIG IDEA / CORE CONTENT		Text Types and Purposes
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CORE CONTENT / CONTENT STANDARD	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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CONTENT STANDARD / PERFORMANCE 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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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.2(c)	Use appropriate transitions to clarify the relationships among ideas and concepts.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.2(f)	Provide a concluding statement or section that follows from the information or explanation presented.
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DOMAIN **WA.W.6. Writing Standards**

BIG IDEA / CORE CONTENT		Production and Distribution of Writing
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CORE CONTENT / CONTENT STANDARD	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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CORE CONTENT / CONTENT STANDARD	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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DOMAIN	WA.W.6.	Writing Standards
BIG IDEA / CORE CONTENT		Range of Writing

CORE CONTENT / CONTENT STANDARD	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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DOMAIN	WA.SL.6.	Speaking and Listening Standards
BIG IDEA / CORE CONTENT		Comprehension and Collaboration

CORE CONTENT / CONTENT STANDARD	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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CONTENT STANDARD / PERFORMANCE 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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CONTENT STANDARD / PERFORMANCE 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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CONTENT STANDARD / PERFORMANCE 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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CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
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DOMAIN	WA.L.6.	Language Standards
BIG IDEA / CORE CONTENT		Conventions of Standard English

CORE CONTENT / CONTENT STANDARD	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
CONTENT STANDARD / PERFORMANCE 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.
DOMAIN	WA.L.6.	Language Standards
BIG IDEA / CORE CONTENT		Knowledge of Language
CORE CONTENT / CONTENT STANDARD	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.6.3(a)	Vary sentence patterns for meaning, reader/ listener interest, and style.
DOMAIN	WA.L.6.	Language Standards
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	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.
CONTENT STANDARD / PERFORMANCE 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.
CONTENT STANDARD / PERFORMANCE 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).
DOMAIN	WA.L.6.	Language Standards
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use

CORE CONTENT / CONTENT STANDARD	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

Washington State K-12 Learning Standards and Guidelines

Language Arts

Grade 6 - Adopted: 2011

DOMAIN	WA.RL.6.	Reading Standards for Literature
BIG IDEA / CORE CONTENT		Key Ideas and Details

CORE CONTENT / CONTENT STANDARD	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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DOMAIN	WA.RL.6.	Reading Standards for Literature
BIG IDEA / CORE CONTENT		Craft and Structure

CORE CONTENT / CONTENT STANDARD	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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DOMAIN	WA.RI.6.	Reading Standards for Informational Text
BIG IDEA / CORE CONTENT		Key Ideas and Details

CORE CONTENT / CONTENT STANDARD	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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CORE CONTENT / CONTENT STANDARD	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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CORE CONTENT / CONTENT STANDARD	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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DOMAIN	WA.RI.6.	Reading Standards for Informational Text
BIG IDEA / CORE CONTENT		Craft and Structure

CORE CONTENT / CONTENT STANDARD	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
DOMAIN	WA.RI.6.	Reading Standards for Informational Text
BIG IDEA / CORE CONTENT		Integration of Knowledge and Ideas
CORE CONTENT / CONTENT STANDARD	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.
DOMAIN	WA.W.6.	Writing Standards
BIG IDEA / CORE CONTENT		Text Types and Purposes
CORE CONTENT / CONTENT STANDARD	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.
CONTENT STANDARD / PERFORMANC E 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.
CONTENT STANDARD / PERFORMANC E EXPECTATION	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
CONTENT STANDARD / PERFORMANC E EXPECTATION	W.6.2(c)	Use appropriate transitions to clarify the relationships among ideas and concepts.
CONTENT STANDARD / PERFORMANC E EXPECTATION	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CONTENT STANDARD / PERFORMANC E EXPECTATION	W.6.2(f)	Provide a concluding statement or section that follows from the information or explanation presented.
DOMAIN	WA.W.6.	Writing Standards
BIG IDEA / CORE CONTENT		Production and Distribution of Writing

CORE CONTENT / CONTENT STANDARD	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.)
CORE CONTENT / CONTENT STANDARD	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.
DOMAIN	WA.W.6.	Writing Standards
BIG IDEA / CORE CONTENT		Research to Build and Present Knowledge
CORE CONTENT / CONTENT STANDARD	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.
DOMAIN	WA.W.6.	Writing Standards
BIG IDEA / CORE CONTENT		Range of Writing
CORE CONTENT / CONTENT STANDARD	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.
DOMAIN	WA.SL.6.	Speaking and Listening Standards
BIG IDEA / CORE CONTENT		Comprehension and Collaboration
CORE CONTENT / CONTENT STANDARD	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.
CONTENT STANDARD / PERFORMANC E 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.
CONTENT STANDARD / PERFORMANC E EXPECTATION	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
CONTENT STANDARD / PERFORMANC E 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.

CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
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DOMAIN **WA.L.6.** **Language Standards**

BIG IDEA / CORE CONTENT		Conventions of Standard English
CORE CONTENT / CONTENT STANDARD	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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CONTENT STANDARD / PERFORMANCE 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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DOMAIN **WA.L.6.** **Language Standards**

BIG IDEA / CORE CONTENT		Knowledge of Language
CORE CONTENT / CONTENT STANDARD	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.6.3(a)	Vary sentence patterns for meaning, reader/ listener interest, and style.
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DOMAIN **WA.L.6.** **Language Standards**

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	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.

CONTENT STANDARD / PERFORMANCE 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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CONTENT STANDARD / PERFORMANCE 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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DOMAIN **WA.L.6.** **Language Standards**

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
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CORE CONTENT / CONTENT STANDARD	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

Washington State K-12 Learning Standards and Guidelines

Language Arts

Grade 6 - Adopted: 2011

DOMAIN **WA.RL.6.** **Reading Standards for Literature**

BIG IDEA / CORE CONTENT		Key Ideas and Details
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CORE CONTENT / CONTENT STANDARD	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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CORE CONTENT / CONTENT STANDARD	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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CORE CONTENT / CONTENT STANDARD	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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DOMAIN **WA.RL.6.** **Reading Standards for Literature**

BIG IDEA / CORE CONTENT		Craft and Structure
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CORE CONTENT / CONTENT STANDARD	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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DOMAIN **WA.RL.6.** **Reading Standards for Literature**

BIG IDEA / CORE CONTENT		Range of Reading and Level of Text Complexity
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CORE CONTENT / CONTENT STANDARD	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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DOMAIN **WA.W.6.** **Writing Standards**

BIG IDEA / CORE CONTENT		Text Types and Purposes
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CORE CONTENT / CONTENT STANDARD	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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CONTENT STANDARD / PERFORMANCE 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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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.2(c)	Use appropriate transitions to clarify the relationships among ideas and concepts.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.2(f)	Provide a concluding statement or section that follows from the information or explanation presented.
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DOMAIN **WA.W.6.** **Writing Standards**

BIG IDEA / CORE CONTENT		Production and Distribution of Writing
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CORE CONTENT / CONTENT STANDARD	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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CORE CONTENT / CONTENT STANDARD	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.
DOMAIN	WA.W.6.	Writing Standards
BIG IDEA / CORE CONTENT		Research to Build and Present Knowledge
CORE CONTENT / CONTENT STANDARD	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.
DOMAIN	WA.W.6.	Writing Standards
BIG IDEA / CORE CONTENT		Range of Writing
CORE CONTENT / CONTENT STANDARD	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.
DOMAIN	WA.SL.6.	Speaking and Listening Standards
BIG IDEA / CORE CONTENT		Comprehension and Collaboration
CORE CONTENT / CONTENT STANDARD	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.
CONTENT STANDARD / PERFORMANC E 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.
CONTENT STANDARD / PERFORMANC E EXPECTATION	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
CONTENT STANDARD / PERFORMANC E 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.
CONTENT STANDARD / PERFORMANC E EXPECTATION	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

DOMAIN **WA.L.6.** **Language Standards**

BIG IDEA / CORE CONTENT		Conventions of Standard English
CORE CONTENT / CONTENT STANDARD	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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CONTENT STANDARD / PERFORMANCE 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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DOMAIN **WA.L.6.** **Language Standards**

BIG IDEA / CORE CONTENT		Knowledge of Language
CORE CONTENT / CONTENT STANDARD	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.6.3(a)	Vary sentence patterns for meaning, reader/ listener interest, and style.
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DOMAIN **WA.L.6.** **Language Standards**

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	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.

CONTENT STANDARD / PERFORMANCE 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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CONTENT STANDARD / PERFORMANCE 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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DOMAIN **WA.L.6.** **Language Standards**

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	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

Washington State K-12 Learning Standards and Guidelines

Language Arts

Grade 6 - Adopted: 2011

DOMAIN **WA.RL.6. Reading Standards for Literature**

BIG IDEA / CORE CONTENT		Key Ideas and Details
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CORE CONTENT / CONTENT STANDARD	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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DOMAIN **WA.RL.6. Reading Standards for Literature**

BIG IDEA / CORE CONTENT		Craft and Structure
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CORE CONTENT / CONTENT STANDARD	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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DOMAIN **WA.RI.6. Reading Standards for Informational Text**

BIG IDEA / CORE CONTENT		Key Ideas and Details
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CORE CONTENT / CONTENT STANDARD	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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CORE CONTENT / CONTENT STANDARD	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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CORE CONTENT / CONTENT STANDARD	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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DOMAIN **WA.RI.6.** **Reading Standards for Informational Text**

BIG IDEA / CORE CONTENT		Craft and Structure
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CORE CONTENT / CONTENT STANDARD	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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DOMAIN **WA.RI.6.** **Reading Standards for Informational Text**

BIG IDEA / CORE CONTENT		Integration of Knowledge and Ideas
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CORE CONTENT / CONTENT STANDARD	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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DOMAIN **WA.W.6.** **Writing Standards**

BIG IDEA / CORE CONTENT		Text Types and Purposes
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CORE CONTENT / CONTENT STANDARD	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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CONTENT STANDARD / PERFORMANCE 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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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.2(c)	Use appropriate transitions to clarify the relationships among ideas and concepts.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.2(f)	Provide a concluding statement or section that follows from the information or explanation presented.
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DOMAIN **WA.W.6.** **Writing Standards**

BIG IDEA / CORE CONTENT		Production and Distribution of Writing
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CORE CONTENT / CONTENT STANDARD	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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CORE CONTENT / CONTENT STANDARD	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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DOMAIN **WA.W.6.** **Writing Standards**

BIG IDEA / CORE CONTENT		Research to Build and Present Knowledge
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CORE CONTENT / CONTENT STANDARD	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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DOMAIN **WA.W.6.** **Writing Standards**

BIG IDEA / CORE CONTENT		Range of Writing
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CORE CONTENT / CONTENT STANDARD	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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DOMAIN **WA.SL.6.** **Speaking and Listening Standards**

BIG IDEA / CORE CONTENT		Comprehension and Collaboration
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CORE CONTENT / CONTENT STANDARD	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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CONTENT STANDARD / PERFORMANCE 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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CONTENT STANDARD / PERFORMANCE 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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CONTENT STANDARD / PERFORMANCE 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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CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
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DOMAIN **WA.L.6.** **Language Standards**

BIG IDEA / CORE CONTENT		Conventions of Standard English
CORE CONTENT / CONTENT STANDARD	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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CONTENT STANDARD / PERFORMANCE 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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DOMAIN **WA.L.6.** **Language Standards**

BIG IDEA / CORE CONTENT		Knowledge of Language
CORE CONTENT / CONTENT STANDARD	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.6.3(a)	Vary sentence patterns for meaning, reader/ listener interest, and style.
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DOMAIN **WA.L.6.** **Language Standards**

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	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.

CONTENT STANDARD / PERFORMANCE 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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CONTENT STANDARD / PERFORMANCE 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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DOMAIN **WA.L.6.** **Language Standards**

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
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CORE CONTENT / CONTENT STANDARD	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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