# Main Criteria: Structure and Style for Students

**Secondary Criteria:** Alaska Content and Performance Standards

Subject: Language Arts

**Grade:** 6

## **Structure and Style for Students**

UNIT 1: NOTE MAKING AND OUTLINES Week 1 Page 9-16

#### **Alaska Content and Performance Standards**

		Grade 6 - Adopted: 2012
PERFORMANCE / CONTENT ST ANDARD	AK.RI.6.	Reading Standards for Informational Text
GRADE LEVEL EXPECTATION / STRAND		Key Ideas and Details
GOAL	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GOAL	RI.6.2.	Determine a central idea and subtopics of a text and how they are conveyed through particular details; restate and summarize the central idea or events, in correct sequence when necessary, after reading a text.
GOAL	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated on in a text (e.g., through examples or anecdotes).
PERFORMANCE / CONTENT ST ANDARD	AK.RI.6.	Reading Standards for Informational Text
GRADE LEVEL EXPECTATION / STRAND		Craft and Structure
GOAL	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
GOAL	RI.6.5.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
PERFORMANCE / CONTENT ST ANDARD	AK.RI.6.	Reading Standards for Informational Text
GRADE LEVEL EXPECTATION / STRAND		Integration of Knowledge and Ideas
GOAL	RI.6.7.	Integrate information presented in different media (e.g., may include, but not limited to podcasts) or formats (e.g., visually, quantitatively/ data-related) as well as in words to develop a coherent understanding of a topic or issue.

PERFORMANCE	AK.W.6.	<b>Writing Standards</b>
/ CONTENT		
STANDARD		

GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes
GOAL	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.
INDICATOR	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.
INDICATOR	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PERFORMANCE / CONTENT STANDARD	AK.W.6.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
GOAL	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.)
GOAL	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
PERFORMANCE / CONTENT STANDARD	AK.W.6.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Research to Build and Present Knowledge
GOAL	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
PERFORMANCE / CONTENT STANDARD	AK.W.6.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Range of Writing
GOAL	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.
PERFORMANCE / CONTENT STANDARD	AK.SL.6.	Speaking and Listening Standards

0045-1		
GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	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.
INDICATOR	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.
INDICATOR	SL.6.1.b.	Follow rules for collegial discussions (e.g., establishing norms: taking turns, paraphrasing, respecting diverse viewpoints), set specific goals and deadlines, and define individual roles as needed.
INDICATOR	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.
PERFORMANCE / CONTENT STANDARD	AK.SL.6.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Presentation of Knowledge and Ideas
GOAL	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.
GOAL	SL.6.6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)
PERFORMANCE / CONTENT STANDARD	AK.L.6.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	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.
PERFORMANCE / CONTENT STANDARD	AK.L.6.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	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.
INDICATOR	L.6.4.a.	Determine meaning of unfamiliar words by using knowledge of word structure (root words, prefixes, suffixes, abbreviations) and language structure through reading words in text (word order, grammar), 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.

INDICATOR	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).
PERFORMANCE / CONTENT STANDARD	AK.L.6.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.6.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## UNIT 2: WRITING FROM NOTES Week 2 Page 17-26

## **Alaska Content and Performance Standards**

		Grade <b>6</b> - Adopted: <b>2012</b>
PERFORMANCE / CONTENT STANDARD	AK.RI.6.	Reading Standards for Informational Text
GRADE LEVEL EXPECTATION / STRAND		Key Ideas and Details
GOAL	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GOAL	RI.6.2.	Determine a central idea and subtopics of a text and how they are conveyed through particular details; restate and summarize the central idea or events, in correct sequence when necessary, after reading a text.
GOAL	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated on in a text (e.g., through examples or anecdotes).
PERFORMANCE / CONTENT STANDARD	AK.RI.6.	Reading Standards for Informational Text
GRADE LEVEL EXPECTATION / STRAND		Craft and Structure
GOAL	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
GOAL	RI.6.5.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
PERFORMANCE / CONTENT STANDARD	AK.RI.6.	Reading Standards for Informational Text

GRADE LEVEL EXPECTATION / STRAND		Integration of Knowledge and Ideas
GOAL	RI.6.7.	Integrate information presented in different media (e.g., may include, but not limited to podcasts) or formats (e.g., visually, quantitatively/ data-related) as well as in words to develop a coherent understanding of a topic or issue.
PERFORMANCE / CONTENT STANDARD	AK.W.6.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes
GOAL	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.
INDICATOR	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.
INDICATOR	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PERFORMANCE / CONTENT ST ANDARD	AK.W.6.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
GOAL	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.)
GOAL	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
GOAL	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to create a piece of writing.
PERFORMANCE / CONTENT STANDARD	AK.W.6.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Research to Build and Present Knowledge
GOAL	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
PERFORMANCE / CONTENT STANDARD	AK.W.6.	Writing Standards

GRADE LEVEL EXPECTATION / STRAND		Range of Writing
GOAL	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.
PERFORMANCE / CONTENT STANDARD	AK.SL.6.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	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.
INDICATOR	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.
INDICATOR	SL.6.1.b.	Follow rules for collegial discussions (e.g., establishing norms: taking turns, paraphrasing, respecting diverse viewpoints), set specific goals and deadlines, and define individual roles as needed.
INDICATOR	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.
PERFORMANCE / CONTENT STANDARD	AK.SL.6.	Speaking and Listening Standards
/ CONTENT	AK.SL.6.	Speaking and Listening Standards  Presentation of Knowledge and Ideas
CONTENT STANDARD  GRADE LEVEL EXPECTATION /	AK.SL.6. SL.6.4.	
/ CONTENT STANDARD GRADE LEVEL EXPECTATION / STRAND		Presentation of Knowledge and Ideas  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,
GRADE LEVEL EXPECTATION / STRAND	SL.6.4.	Presentation of Knowledge and Ideas  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.  Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when
GRADE LEVEL EXPECTATION / STRAND  GOAL  PERFORMANCE / CONTENT	SL.6.4. SL.6.6.	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.  Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)
GRADE LEVEL EXPECT ATION / STRAND  GOAL  GOAL  PERFORMANCE / CONTENT STANDARD  GRADE LEVEL EXPECT ATION /	SL.6.4. SL.6.6.	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.  Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)  Language Standards
GRADE LEVEL EXPECTATION / STRAND  GOAL  PERFORMANCE / CONTENT STANDARD  GRADE LEVEL EXPECTATION / STRAND	SL.6.4. SL.6.6.	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.  Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)  Language Standards  Conventions of Standard English  Demonstrate command of the conventions of standard English grammar and usage

PERFORMANCE / CONTENT ST ANDARD	AK.L.6.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.6.2.b.	Spell correctly.
PERFORMANCE / CONTENT STANDARD	AK.L.6.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	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.
INDICATOR	L.6.4.a.	Determine meaning of unfamiliar words by using knowledge of word structure (root words, prefixes, suffixes, abbreviations) and language structure through reading words in text (word order, grammar), 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.
INDICATOR	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).
PERFORMANCE / CONTENT STANDARD	AK.L.6.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.6.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
 	L	JNIT 2: WRITING FROM NOTES Week 3 Page 27-36

#### UNIT 2: WRITING FROM NOTES Week 3 Page 27-36

## **Alaska Content and Performance Standards**

Grade 6 - Adopted: 2012			
PERFORMANCE / CONTENT STANDARD	AK.RI.6.	Reading Standards for Informational Text	
GRADE LEVEL EXPECTATION / STRAND		Key Ideas and Details	
GOAL	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	

GOAL	RI.6.2.	Determine a central idea and subtopics of a text and how they are conveyed through particular details; restate and summarize the central idea or events, in correct sequence when necessary, after reading a text.
GOAL	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated on in a text (e.g., through examples or anecdotes).
PERFORMANCE / CONTENT STANDARD	AK.RI.6.	Reading Standards for Informational Text
GRADE LEVEL EXPECTATION / STRAND		Craft and Structure
GOAL	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
GOAL	RI.6.5.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
PERFORMANCE / CONTENT STANDARD	AK.RI.6.	Reading Standards for Informational Text
GRADE LEVEL EXPECTATION / STRAND		Integration of Knowledge and Ideas
GOAL	RI.6.7.	Integrate information presented in different media (e.g., may include, but not limited to podcasts) or formats (e.g., visually, quantitatively/ data-related) as well as in words to develop a coherent understanding of a topic or issue.
PERFORMANCE / CONTENT STANDARD	AK.W.6.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes
GOAL	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.
INDICATOR	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.
INDICATOR	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PERFORMANCE / CONTENT STANDARD	AK.W.6.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing

GOAL	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.)
GOAL	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
GOAL	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to create a piece of writing.
PERFORMANCE / CONTENT STANDARD	AK.W.6.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Research to Build and Present Knowledge
GOAL	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
PERFORMANCE / CONTENT STANDARD	AK.W.6.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Range of Writing
GOAL	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.
PERFORMANCE / CONTENT STANDARD	AK.SL.6.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	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.
INDICATOR	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.
INDICATOR	SL.6.1.b.	Follow rules for collegial discussions (e.g., establishing norms: taking turns, paraphrasing, respecting diverse viewpoints), set specific goals and deadlines, and define individual roles as needed.
INDICATOR	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.
PERFORMANCE / CONTENT STANDARD	AK.SL.6.	Speaking and Listening Standards

GRADE LEVEL EXPECTATION / STRAND		Presentation of Knowledge and Ideas
GOAL	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.
GOAL	SL.6.6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)
PERFORMANCE / CONTENT STANDARD	AK.L.6.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
INDICATOR	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.
PERFORMANCE / CONTENT STANDARD	AK.L.6.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.6.2.b.	Spell correctly.
PERFORMANCE / CONTENT STANDARD	AK.L.6.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	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.
INDICATOR	L.6.4.a.	Determine meaning of unfamiliar words by using knowledge of word structure (root words, prefixes, suffixes, abbreviations) and language structure through reading words in text (word order, grammar), 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.
INDICATOR	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).
PERFORMANCE / CONTENT STANDARD	AK.L.6.	Language Standards

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

#### UNIT 3: RETELLING NARRATIVE STORIES Week 4 Page 37-44

#### **Alaska Content and Performance Standards**

Language Arts		
Grade 6 - Adopted: 2012		
PERFORMANCE / CONTENT ST ANDARD	AK.RL.6.	Reading Standards for Literature
GRADE LEVEL EXPECTATION / STRAND		Key Ideas and Details
GOAL	RL.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GOAL	RL.6.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; restate and summarize main ideas or events, in correct sequence, after reading a text.
GOAL	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 or as the narrative advances.
PERFORMANCE / CONTENT STANDARD	AK.RL.6.	Reading Standards for Literature
GRADE LEVEL EXPECTATION / STRAND		Craft and Structure
GOAL	RL.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of a specific word choice on meaning and tone.
GOAL	RL.6.5.	Analyze the overall structure of a text: how a particular sentence, chapter, scene, or stanza fits into the overall work and analyzing how it contributes to the development of the characters, theme, setting, or plot.
GOAL	RL.6.6.	Determine author's purpose and explain how an author develops the point of view of the narrator or speaker in a text.
PERFORMANCE / CONTENT ST ANDARD	AK.RL.6.	Reading Standards for Literature
GRADE LEVEL EXPECTATION / STRAND		Range of Reading and Level of Complexity

GOAL	RL.6.10.	By the end of the year, read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to grade 6 (from upper grade 5 to grade 7), with scaffolding as needed at the high end of the range.
PERFORMANCE / CONTENT STANDARD	AK.W.6.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes
GOAL	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.
INDICATOR	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
PERFORMANCE / CONTENT STANDARD	AK.W.6.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes
GOAL	W.6.3.	Use narrative writing to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
INDICATOR	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.
INDICATOR	W.6.3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
INDICATOR	W.6.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
INDICATOR	W.6.3.e.	Provide a conclusion that follows from the narrated experiences or events.
PERFORMANCE / CONTENT STANDARD	AK.W.6.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
GOAL	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.)
GOAL	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
GOAL	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to create a piece of writing.

PERFORMANCE / CONTENT STANDARD	AK.W.6.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Research to Build and Present Knowledge
GOAL	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.
PERFORMANCE / CONTENT ST ANDARD	AK.W.6.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Range of Writing
GOAL	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.
PERFORMANCE / CONTENT STANDARD	AK.SL.6.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION /		Comprehension and Collaboration
STRAND		
STRAND	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.
	SL.6.1.a.	teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on
GOAL		teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.  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
GOAL	SL.6.1.a.	teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.  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.  Follow rules for collegial discussions (e.g., establishing norms: taking turns, paraphrasing, respecting diverse viewpoints), set specific goals and deadlines, and define individual roles as
GOAL  INDICATOR  INDICATOR	SL.6.1.a. SL.6.1.b.	teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.  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.  Follow rules for collegial discussions (e.g., establishing norms: taking turns, paraphrasing, respecting diverse viewpoints), set specific goals and deadlines, and define individual roles as needed.  Pose and respond to specific questions with elaboration and detail by making comments that
GOAL  INDICATOR  INDICATOR  INDICATOR  PERFORMANCE / CONTENT	SL.6.1.a. SL.6.1.b.	teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.  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.  Follow rules for collegial discussions (e.g., establishing norms: taking turns, paraphrasing, respecting diverse viewpoints), set specific goals and deadlines, and define individual roles as needed.  Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume,

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)

and clear pronunciation.

GOAL

SL.6.6.

PERFORMANCE / CONTENT STANDARD	AK.L.6.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
INDICATOR	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.
PERFORMANCE / CONTENT STANDARD	AK.L.6.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.6.2.b.	Spell correctly.
PERFORMANCE / CONTENT STANDARD	AK.L.6.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	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.
INDICATOR	L.6.4.a.	Determine meaning of unfamiliar words by using knowledge of word structure (root words, prefixes, suffixes, abbreviations) and language structure through reading words in text (word order, grammar), 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.
INDICATOR	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).
PERFORMANCE / CONTENT ST ANDARD	AK.L.6.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.6.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## UNIT 3: RETELLING NARRATIVE STORIES Week 5 Page 45-52

#### **Alaska Content and Performance Standards**

#### **Language Arts**

#### Grade 6 - Adopted: 2012 PERFORMANCE AK.RL.6. Reading Standards for Literature / CONTENT **STANDARD GRADE LEVEL Key Ideas and Details EXPECT ATION / STRAND** GOAL RL.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. GOAL RL.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; restate and summarize main ideas or events, in correct sequence, after reading a text. GOAL 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 or as the narrative advances. **PERFORMANCE** AK.RL.6. **Reading Standards for Literature** / CONTENT **STANDARD GRADE LEVEL** Craft and Structure **EXPECTATION /** STRAND GOAL RL.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of a specific word choice on meaning and tone. GOAL RL.6.5. Analyze the overall structure of a text: how a particular sentence, chapter, scene, or stanza fits into the overall work and analyzing how it contributes to the development of the characters, theme, setting, or plot. **GOAL** RL.6.6. Determine author's purpose and explain how an author develops the point of view of the narrator or speaker in a text. **PERFORMANCE** AK.RL.6. **Reading Standards for Literature** / CONTENT **STANDARD GRADE LEVEL** Range of Reading and Level of Complexity EXPECTATION / **STRAND** GOAL RL.6.10. By the end of the year, read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to grade 6 (from upper grade 5 to grade 7), with scaffolding as needed at the high end of the range. **PERFORMANCE** AK.W.6. Writing Standards / CONTENT **STANDARD GRADE LEVEL Text Types and Purposes EXPECTATION /** STRAND

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

GOAL

W.6.2.

INDICATOR	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
PERFORMANCE / CONTENT STANDARD	AK.W.6.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes
GOAL	W.6.3.	Use narrative writing to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
INDICATOR	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.
INDICATOR	W.6.3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
INDICATOR	W.6.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
INDICATOR	W.6.3.e.	Provide a conclusion that follows from the narrated experiences or events.
PERFORMANCE / CONTENT STANDARD	AK.W.6.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
GOAL	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.)
GOAL	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
GOAL	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to create a piece of writing.
PERFORMANCE / CONTENT STANDARD	AK.W.6.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Research to Build and Present Knowledge
GOAL	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.
PERFORMANCE / CONTENT STANDARD	AK.W.6.	Writing Standards

GRADE LEVEL EXPECTATION / STRAND		Range of Writing
GOAL	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.
PERFORMANCE / CONTENT STANDARD	AK.SL.6.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	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.
INDICATOR	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.
INDICATOR	SL.6.1.b.	Follow rules for collegial discussions (e.g., establishing norms: taking turns, paraphrasing, respecting diverse viewpoints), set specific goals and deadlines, and define individual roles as needed.
INDICATOR	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.
PERFORMANCE / CONTENT STANDARD	AK.SL.6.	Speaking and Listening Standards
/ CONTENT	AK.SL.6.	Speaking and Listening Standards  Presentation of Knowledge and Ideas
CONTENT STANDARD  GRADE LEVEL EXPECTATION /	AK.SL.6. SL.6.4.	
/ CONTENT STANDARD GRADE LEVEL EXPECTATION / STRAND		Presentation of Knowledge and Ideas  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,
GRADE LEVEL EXPECTATION / STRAND	SL.6.4.	Presentation of Knowledge and Ideas  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.  Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when
GRADE LEVEL EXPECTATION / STRAND  GOAL  PERFORMANCE / CONTENT	SL.6.4. SL.6.6.	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.  Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)
GRADE LEVEL EXPECTATION / STRAND  GOAL  GOAL  PERFORMANCE / CONTENT STANDARD  GRADE LEVEL EXPECTATION /	SL.6.4. SL.6.6.	Presentation of Knowledge and Ideas  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.  Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)  Language Standards
GRADE LEVEL EXPECTATION / STRAND  GOAL  PERFORMANCE / CONTENT STANDARD  GRADE LEVEL EXPECTATION / STRAND	SL.6.4. SL.6.6.	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.  Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)  Language Standards  Conventions of Standard English  Demonstrate command of the conventions of standard English grammar and usage

/ CONTENT STANDARD	7412.01	
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.6.2.b.	Spell correctly.
PERFORMANCE / CONTENT STANDARD	AK.L.6.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	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.
INDICATOR	L.6.4.a.	Determine meaning of unfamiliar words by using knowledge of word structure (root words, prefixes, suffixes, abbreviations) and language structure through reading words in text (word order, grammar), 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.
INDICATOR	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).
PERFORMANCE / CONTENT STANDARD	AK.L.6.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.6.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

PERFORMANCE AK.L.6. Language Standards

## UNIT 3: RETELLING NARRATIVE STORIES Week 6 Page 53-60

## **Alaska Content and Performance Standards**

Grade <b>6</b> - Adopted: <b>2012</b>			
PERFORMANCE / CONTENT STANDARD	AK.RL.6.	Reading Standards for Literature	
GRADE LEVEL EXPECTATION / STRAND		Key Ideas and Details	
GOAL	RL.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	

GOAL	RL.6.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; restate and summarize main ideas or events, in correct sequence, after reading a text.
GOAL	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 or as the narrative advances.
PERFORMANCE / CONTENT STANDARD	AK.RL.6.	Reading Standards for Literature
GRADE LEVEL EXPECT ATION / STRAND		Craft and Structure
GOAL	RL.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of a specific word choice on meaning and tone.
GOAL	RL.6.5.	Analyze the overall structure of a text: how a particular sentence, chapter, scene, or stanza fits into the overall work and analyzing how it contributes to the development of the characters, theme, setting, or plot.
GOAL	RL.6.6.	Determine author's purpose and explain how an author develops the point of view of the narrator or speaker in a text.
PERFORMANCE / CONTENT STANDARD	AK.RL.6.	Reading Standards for Literature
GRADE LEVEL EXPECT ATION / STRAND		Range of Reading and Level of Complexity
GOAL	RL.6.10.	By the end of the year, read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to grade 6 (from upper grade 5 to grade 7), with scaffolding as needed at the high end of the range.
PERFORMANCE / CONTENT STANDARD	AK.W.6.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes
GOAL	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.
INDICATOR	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
PERFORMANCE / CONTENT STANDARD	AK.W.6.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes
GOAL	W.6.3.	Use narrative writing to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

INDICATOR	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.
INDICATOR	W.6.3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
INDICATOR	W.6.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
INDICATOR	W.6.3.e.	Provide a conclusion that follows from the narrated experiences or events.
PERFORMANCE / CONTENT STANDARD	AK.W.6.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
GOAL	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.)
GOAL	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
GOAL	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to create a piece of writing.
PERFORMANCE / CONTENT ST ANDARD	AK.W.6.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Research to Build and Present Knowledge
GOAL	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.
PERFORMANCE / CONTENT ST ANDARD	AK.W.6.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Range of Writing
GOAL	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.
PERFORMANCE / CONTENT ST ANDARD	AK.SL.6.	Speaking and Listening Standards

GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	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.
INDICATOR	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.
INDICATOR	SL.6.1.b.	Follow rules for collegial discussions (e.g., establishing norms: taking turns, paraphrasing, respecting diverse viewpoints), set specific goals and deadlines, and define individual roles as needed.
INDICATOR	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.
PERFORMANCE / CONTENT STANDARD	AK.SL.6.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Presentation of Knowledge and Ideas
GOAL	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.
GOAL	SL.6.6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)
PERFORMANCE / CONTENT STANDARD	AK.L.6.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
INDICATOR	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.
PERFORMANCE / CONTENT STANDARD	AK.L.6.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.6.2.b.	Spell correctly.

PERFORMANCE	AK.L.6.	Language Standard
/ CONTENT		
STANDARD		

GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	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.
INDICATOR	L.6.4.a.	Determine meaning of unfamiliar words by using knowledge of word structure (root words, prefixes, suffixes, abbreviations) and language structure through reading words in text (word order, grammar), 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.
INDICATOR	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).
PERFORMANCE / CONTENT STANDARD	AK.L.6.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.6.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## UNIT 4: SUMMARIZING A REFERENCE Week 7 Page 61-74

## **Alaska Content and Performance Standards**

		Grade 6 - Adopted: 2012
PERFORMANCE / CONTENT ST ANDARD	AK.RI.6.	Reading Standards for Informational Text
GRADE LEVEL EXPECTATION / STRAND		Key Ideas and Details
GOAL	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GOAL	RI.6.2.	Determine a central idea and subtopics of a text and how they are conveyed through particular details; restate and summarize the central idea or events, in correct sequence when necessary, after reading a text.
GOAL	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated on in a text (e.g., through examples or anecdotes).
PERFORMANCE / CONTENT STANDARD	AK.RI.6.	Reading Standards for Informational Text

GRADE LEVEL EXPECTATION / STRAND		Craft and Structure
GOAL	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
GOAL	RI.6.5.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
PERFORMANCE / CONTENT STANDARD	AK.RI.6.	Reading Standards for Informational Text
GRADE LEVEL EXPECTATION / STRAND		Integration of Knowledge and Ideas
GOAL	RI.6.7.	Integrate information presented in different media (e.g., may include, but not limited to podcasts) or formats (e.g., visually, quantitatively/ data-related) as well as in words to develop a coherent understanding of a topic or issue.
PERFORMANCE / CONTENT STANDARD	AK.W.6.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes
GOAL	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.
INDICATOR	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.
INDICATOR	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PERFORMANCE / CONTENT STANDARD	AK.W.6.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
GOAL	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.)
GOAL	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
GOAL	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to create a piece of writing.

/ CONTENT STANDARD	AR.W.O.	
GRADE LEVEL EXPECTATION / STRAND		Research to Build and Present Knowledge
GOAL	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
GOAL	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.
PERFORMANCE / CONTENT STANDARD	AK.W.6.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Range of Writing
GOAL	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.
PERFORMANCE / CONTENT STANDARD	AK.SL.6.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	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.
INDICATOR	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.
INDICATOR	SL.6.1.b.	Follow rules for collegial discussions (e.g., establishing norms: taking turns, paraphrasing, respecting diverse viewpoints), set specific goals and deadlines, and define individual roles as needed.
INDICATOR	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.
PERFORMANCE / CONTENT STANDARD	AK.L.6.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

PERFORMANCE

AK.W.6.

**Writing Standards** 

INDICATOR	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.
PERFORMANCE / CONTENT STANDARD	AK.L.6.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.6.2.b.	Spell correctly.
PERFORMANCE / CONTENT STANDARD	AK.L.6.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	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.
INDICATOR	L.6.4.a.	Determine meaning of unfamiliar words by using knowledge of word structure (root words, prefixes, suffixes, abbreviations) and language structure through reading words in text (word order, grammar), 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.
INDICATOR	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).
PERFORMANCE / CONTENT STANDARD	AK.L.6.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.6.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

#### UNIT 4: SUMMARIZING A REFERENCE Week 8 Page 75-80

## **Alaska Content and Performance Standards**

PERFORMANCE / CONTENT STANDARD	AK.RI.6.	Reading Standards for Informational Text
GRADE LEVEL EXPECTATION / STRAND		Key Ideas and Details

GOAL	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GOAL	RI.6.2.	Determine a central idea and subtopics of a text and how they are conveyed through particular details; restate and summarize the central idea or events, in correct sequence when necessary, after reading a text.
GOAL	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated on in a text (e.g., through examples or anecdotes).
PERFORMANCE / CONTENT ST ANDARD	AK.RI.6.	Reading Standards for Informational Text
GRADE LEVEL EXPECTATION / STRAND		Craft and Structure
GOAL	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
GOAL	RI.6.5.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
PERFORMANCE / CONTENT STANDARD	AK.RI.6.	Reading Standards for Informational Text
GRADE LEVEL EXPECTATION / STRAND		Integration of Knowledge and Ideas
GOAL	RI.6.7.	Integrate information presented in different media (e.g., may include, but not limited to podcasts) or formats (e.g., visually, quantitatively/ data-related) as well as in words to develop a coherent understanding of a topic or issue.
PERFORMANCE / CONTENT ST AND ARD	AK.W.6.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes
GOAL	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.
INDICATOR	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.
INDICATOR	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PERFORMANCE / CONTENT ST AND ARD	AK.W.6.	Writing Standards

GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
GOAL	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.)
GOAL	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
GOAL	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to create a piece of writing.
PERFORMANCE / CONTENT STANDARD	AK.W.6.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Research to Build and Present Knowledge
GOAL	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
GOAL	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.
PERFORMANCE	AK.W.6.	Writing Standards
/ CONTENT STANDARD	74.000	
/ CONTENT		Range of Writing
CONTENT STANDARD  GRADE LEVEL EXPECTATION /	W.6.10.	Range of Writing  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.
/ CONTENT STANDARD GRADE LEVEL EXPECTATION / STRAND		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
/ CONTENT STANDARD  GRADE LEVEL EXPECTATION / STRAND  GOAL  PERFORMANCE / CONTENT	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.
J CONTENT STANDARD  GRADE LEVEL EXPECTATION J STRAND  GOAL  PERFORMANCE J CONTENT STANDARD  GRADE LEVEL EXPECTATION J	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.  Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND  GOAL  PERFORMANCE / CONTENT STANDARD  GRADE LEVEL EXPECTATION / STRAND	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.  Speaking and Listening Standards  Comprehension and Collaboration  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

INDICATOR	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.
PERFORMANCE / CONTENT STANDARD	AK.L.6.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
INDICATOR	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.
PERFORMANCE / CONTENT STANDARD	AK.L.6.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.6.2.b.	Spell correctly.
PERFORMANCE / CONTENT STANDARD	AK.L.6.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
EXPECTATION /	L.6.4.	Vocabulary Acquisition and Use  Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
EXPECTATION / STRAND	<b>L.6.4.</b> L.6.4.a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases
EXPECTATION / STRAND GOAL		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.  Determine meaning of unfamiliar words by using knowledge of word structure (root words, prefixes, suffixes, abbreviations) and language structure through reading words in text (word order, grammar), context (e.g., the overall meaning of a sentence or paragraph; a word's position or
GOAL  INDICATOR	L.6.4.a.	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.  Determine meaning of unfamiliar words by using knowledge of word structure (root words, prefixes, suffixes, abbreviations) and language structure through reading words in text (word order, grammar), 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.  Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the
EXPECTATION / STRAND  GOAL  INDICATOR  INDICATOR  PERFORMANCE / CONTENT	L.6.4.d.	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.  Determine meaning of unfamiliar words by using knowledge of word structure (root words, prefixes, suffixes, abbreviations) and language structure through reading words in text (word order, grammar), 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.  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).

#### UNIT 4: SUMMARIZING A REFERENCE Week 9 Page 81-88

## **Alaska Content and Performance Standards**

PERFORMANCE / CONTENT STANDARD  AK.RI.6. Reading Standards for Informational Text  Key Ideas and Details  Key Ideas and Details  Key Ideas and Details  Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  GOAL  RI.6.2. Determine a central idea and subtopics of a text and how they are conveyed through particular details; restate and summarize the central idea or events, in correct sequence when necessary, after reading a text.  GOAL  RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated on in a text (e.g., through examples or anecdotes).  PERFORMANCE / CONTENT STANDARD  Craft and Structure  Craft and Structure
GRADE LEVEL EXPECTATION / STRAND  GOAL RI.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  GOAL RI.6.2. Determine a central idea and subtopics of a text and how they are conveyed through particular details; restate and summarize the central idea or events, in correct sequence when necessary, after reading a text.  GOAL RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated on in a text (e.g., through examples or anecdotes).  PERFORMANCE / CONTENT STANDARD  GRADE LEVEL EXPECTATION / Craft and Structure
GOAL  RI.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  GOAL  RI.6.2. Determine a central idea and subtopics of a text and how they are conveyed through particular details; restate and summarize the central idea or events, in correct sequence when necessary, after reading a text.  GOAL  RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated on in a text (e.g., through examples or anecdotes).  PERFORMANCE / CONTENT STANDARD  AK.RI.6. Reading Standards for Informational Text  Craft and Structure
GOAL  RI.6.2. Determine a central idea and subtopics of a text and how they are conveyed through particular details; restate and summarize the central idea or events, in correct sequence when necessary, after reading a text.  GOAL  RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated on in a text (e.g., through examples or anecdotes).  PERFORMANCE / CONTENT STANDARD  AK.RI.6. Reading Standards for Informational Text  Craft and Structure
details; restate and summarize the central idea or events, in correct sequence when necessary, after reading a text.  GOAL  RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated on in a text (e.g., through examples or anecdotes).  PERFORMANCE / CONTENT STANDARD  AK.RI.6. Reading Standards for Informational Text  Craft and Structure  Craft and Structure
PERFORMANCE / CONTENT STANDARD  Reading Standards for Informational Text  Craft and Structure  Craft and Structure
CONTENT STANDARD  GRADE LEVEL EXPECTATION /  Craft and Structure
EXPECTATION /
GOAL RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
GOAL RI.6.5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
PERFORMANCE AK.RI.6. Reading Standards for Informational Text / CONTENT STANDARD
GRADE LEVEL Integration of Knowledge and Ideas EXPECTATION / STRAND
GOAL RI.6.7. Integrate information presented in different media (e.g., may include, but not limited to podcasts) or formats (e.g., visually, quantitatively/ data-related) as well as in words to develop a coherent understanding of a topic or issue.
PERFORMANCE AK.W.6. Writing Standards / CONTENT STANDARD
GRADE LEVEL Text Types and Purposes EXPECTATION / STRAND
Wite informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

INDICATOR	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.
INDICATOR	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PERFORMANCE / CONTENT STANDARD	AK.W.6.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
GOAL	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.)
GOAL	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
GOAL	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to create a piece of writing.
PERFORMANCE / CONTENT STANDARD	AK.W.6.	Writing Standards
/ CONTENT	AK.W.6.	Writing Standards  Research to Build and Present Knowledge
/ CONTENT STANDARD GRADE LEVEL EXPECTATION /	<b>AK.W.6.</b> W.6.7.	
/ CONTENT STANDARD GRADE LEVEL EXPECTATION / STRAND		Research to Build and Present Knowledge  Conduct short research projects to answer a question, drawing on several sources and refocusing
GRADE LEVEL EXPECTATION / STRAND  GOAL	W.6.7.	Research to Build and Present Knowledge  Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.  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
/ CONTENT STANDARD  GRADE LEVEL EXPECTATION / STRAND  GOAL  GOAL  PERFORMANCE / CONTENT	W.6.7. W.6.8.	Research to Build and Present Knowledge  Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.  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.
GRADE LEVEL EXPECT ATION / STRAND  GOAL  PERFORMANCE / CONTENT STANDARD  GRADE LEVEL EXPECT ATION /	W.6.7. W.6.8.	Research to Build and Present Knowledge  Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.  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.  Writing Standards

GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	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.
INDICATOR	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.
INDICATOR	SL.6.1.b.	Follow rules for collegial discussions (e.g., establishing norms: taking turns, paraphrasing, respecting diverse viewpoints), set specific goals and deadlines, and define individual roles as needed.
INDICATOR	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.
PERFORMANCE / CONTENT STANDARD	AK.L.6.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.6.1.c.	Recognize and correct inappropriate shifts in pronoun number and person.
INDICATOR	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
INDICATOR	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.
PERFORMANCE / CONTENT STANDARD	AK.L.6.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.6.2.b.	Spell correctly.
PERFORMANCE / CONTENT STANDARD	AK.L.6.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	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.

INDICATOR	L.6.4.a.	Determine meaning of unfamiliar words by using knowledge of word structure (root words, prefixes, suffixes, abbreviations) and language structure through reading words in text (word order, grammar), 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.
INDICATOR	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).
PERFORMANCE / CONTENT STANDARD	AK.L.6.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.6.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

#### UNIT 5: WRITING FROM PICTURES Week 10 Page 89-98

#### **Alaska Content and Performance Standards**

#### **Language Arts**

#### Grade 6 - Adopted: 2012 **PERFORMANCE** AK.RI.6. Reading Standards for Informational Text / CONTENT **STANDARD GRADE LEVEL Key Ideas and Details** EXPECTATION / STRAND GOAL RI.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.6.2. GOAL Determine a central idea and subtopics of a text and how they are conveyed through particular details; restate and summarize the central idea or events, in correct sequence when necessary, after reading a text. GOAL RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated on in a text (e.g., through examples or anecdotes). PERFORMANCE AK.RI.6. Reading Standards for Informational Text / CONTENT **STANDARD GRADE LEVEL** Craft and Structure **EXPECT ATION /** STRAND Determine the meaning of words and phrases as they are used in a text, including figurative, GOAL RI.6.4. connotative, and technical meanings.

Reading Standards for Informational Text

PERFORMANCE

/ CONTENT STANDARD AK.RI.6.

GRADE LEVEL EXPECTATION / STRAND		Integration of Knowledge and Ideas
GOAL	RI.6.7.	Integrate information presented in different media (e.g., may include, but not limited to podcasts) or formats (e.g., visually, quantitatively/ data-related) as well as in words to develop a coherent understanding of a topic or issue.
PERFORMANCE / CONTENT STANDARD	AK.W.6.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes
GOAL	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.
INDICATOR	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.
INDICATOR	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PERFORMANCE / CONTENT ST ANDARD	AK.W.6.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
EXPECTATION /	W.6.4.	Production and Distribution of Writing  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.)
EXPECTATION / STRAND	W.6.4. W.6.5.	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
STRAND GOAL		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.)  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. (Editing for conventions
GOAL  GOAL	W.6.5.	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.)  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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)  Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to create a piece of
GOAL  GOAL  GOAL  PERFORMANCE / CONTENT	W.6.5. W.6.6.	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.)  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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)  Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to create a piece of writing.
GOAL  GOAL  GOAL  GOAL  PERFORMANCE / CONTENT STANDARD  GRADE LEVEL EXPECTATION /	W.6.5. W.6.6.	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.)  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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)  Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to create a piece of writing.  Writing Standards

GRADE LEVEL EXPECTATION / STRAND		Range of Writing
GOAL	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.
PERFORMANCE / CONTENT STANDARD	AK.L.6.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
INDICATOR	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.
PERFORMANCE / CONTENT STANDARD	AK.L.6.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.6.2.b.	Spell correctly.
PERFORMANCE / CONTENT STANDARD	AK.L.6.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	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.
INDICATOR	L.6.4.a.	Determine meaning of unfamiliar words by using knowledge of word structure (root words, prefixes, suffixes, abbreviations) and language structure through reading words in text (word order, grammar), 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.
INDICATOR	L.6.4.c.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses and specialized reference materials), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
INDICATOR	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).
PERFORMANCE / CONTENT STANDARD	AK.L.6.	Language Standards

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

## UNIT 5: WRITING FROM PICTURES Week 11 Page 99-106

## **Alaska Content and Performance Standards**

		Language Arts
		Grade 6 - Adopted: 2012
PERFORMANCE / CONTENT STANDARD	AK.RI.6.	Reading Standards for Informational Text
GRADE LEVEL EXPECTATION / STRAND		Key Ideas and Details
GOAL	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GOAL	RI.6.2.	Determine a central idea and subtopics of a text and how they are conveyed through particular details; restate and summarize the central idea or events, in correct sequence when necessary, after reading a text.
GOAL	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated on in a text (e.g., through examples or anecdotes).
PERFORMANCE / CONTENT STANDARD	AK.RI.6.	Reading Standards for Informational Text
GRADE LEVEL EXPECTATION / STRAND		Craft and Structure
GOAL	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
PERFORMANCE / CONTENT STANDARD	AK.RI.6.	Reading Standards for Informational Text
GRADE LEVEL EXPECTATION / STRAND		Integration of Knowledge and Ideas
GOAL	RI.6.7.	Integrate information presented in different media (e.g., may include, but not limited to podcasts) or formats (e.g., visually, quantitatively/ data-related) as well as in words to develop a coherent understanding of a topic or issue.
PERFORMANCE / CONTENT STANDARD	AK.W.6.	Writing Standards

GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes
GOAL	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.
INDICATOR	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.
INDICATOR	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PERFORMANCE / CONTENT STANDARD	AK.W.6.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
GOAL	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.)
GOAL	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
GOAL	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to create a piece of writing.
PERFORMANCE / CONTENT ST ANDARD	AK.W.6.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Research to Build and Present Knowledge
GOAL	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
PERFORMANCE / CONTENT STANDARD	AK.W.6.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Range of Writing
GOAL	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.
PERFORMANCE / CONTENT STANDARD	AK.L.6.	Language Standards

GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
INDICATOR	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.
PERFORMANCE / CONTENT STANDARD	AK.L.6.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.6.2.b.	Spell correctly.
PERFORMANCE / CONTENT STANDARD	AK.L.6.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	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.
INDICATOR	L.6.4.a.	Determine meaning of unfamiliar words by using knowledge of word structure (root words, prefixes,
		suffixes, abbreviations) and language structure through reading words in text (word order, grammar), 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.
INDICATOR	L.6.4.d.	grammar), context (e.g., the overall meaning of a sentence or paragraph; a word's position or
INDICATOR  PERFORMANCE / CONTENT STANDARD	L.6.4.d. AK.L.6.	grammar), 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.  Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the
PERFORMANCE / CONTENT		grammar), 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.  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).

## UNIT 5: WRITING FROM PICTURES Week 12 Page 107-114

# **Alaska Content and Performance Standards**

PERFORMANCE / CONTENT STANDARD	AK.RL.6.	Reading Standards for Literature	
GRADE LEVEL EXPECTATION / STRAND		Key Ideas and Details	
GOAL	RL.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	
GOAL	RL.6.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; restate and summarize main ideas or events, in correct sequence, after reading a text.	
GOAL	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 or as the narrative advances.	
PERFORMANCE / CONTENT STANDARD	AK.RL.6.	Reading Standards for Literature	
GRADE LEVEL EXPECTATION / STRAND		Range of Reading and Level of Complexity	
GOAL	RL.6.10.	By the end of the year, read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to grade 6 (from upper grade 5 to grade 7), with scaffolding as needed at the high end of the range.	
PERFORMANCE / CONTENT STANDARD	AK.W.6.	Writing Standards	
GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes	
GOAL	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.	
INDICATOR	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.	
PERFORMANCE / CONTENT STANDARD	AK.W.6.	Writing Standards	
GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes	
GOAL	W.6.3.	Use narrative writing to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	
INDICATOR	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.	
INDICATOR	W.6.3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences,	

events, and/or characters.

PERFORMANCE AK.RL.6. Reading Standards for Literature

INDICATOR	W.6.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
PERFORMANCE / CONTENT STANDARD	AK.W.6.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
GOAL	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.)
GOAL	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
GOAL	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to create a piece of writing.
PERFORMANCE / CONTENT STANDARD	AK.W.6.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Range of Writing
GOAL	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.
PERFORMANCE / CONTENT STANDARD	AK.L.6.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL		
	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.6.1.d.	
INDICATOR		when writing or speaking.
	L.6.1.d.	when writing or speaking.  Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).  Recognize variations from standard English in their own and others' writing and speaking, and
INDICATOR  PERFORMANCE / CONTENT	L.6.1.d. L.6.1.e.	when writing or speaking.  Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).  Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
PERFORMANCE / CONTENT STANDARD  GRADE LEVEL EXPECTATION /	L.6.1.d. L.6.1.e.	when writing or speaking.  Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).  Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.  Language Standards

/ CONTENT STANDARD		
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	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.
INDICATOR	L.6.4.a.	Determine meaning of unfamiliar words by using knowledge of word structure (root words, prefixes, suffixes, abbreviations) and language structure through reading words in text (word order, grammar), 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.
INDICATOR	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).
PERFORMANCE / CONTENT STANDARD	AK.L.6.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.6.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to

PERFORMANCE

AK.L.6.

Language Standards

## UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 13 Page 115-126

comprehension or expression.

## **Alaska Content and Performance Standards**

Grade 6 - Adopted: 2012		
PERFORMANCE / CONTENT STANDARD	AK.RI.6.	Reading Standards for Informational Text
GRADE LEVEL EXPECTATION / STRAND		Key Ideas and Details
GOAL	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GOAL	RI.6.2.	Determine a central idea and subtopics of a text and how they are conveyed through particular details; restate and summarize the central idea or events, in correct sequence when necessary, after reading a text.
GOAL	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated on in a text (e.g., through examples or anecdotes).
PERFORMANCE / CONTENT STANDARD	AK.RI.6.	Reading Standards for Informational Text

GRADE LEVEL EXPECTATION / STRAND		Craft and Structure
GOAL	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
GOAL	RI.6.5.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
PERFORMANCE / CONTENT STANDARD	AK.RI.6.	Reading Standards for Informational Text
GRADE LEVEL EXPECTATION / STRAND		Integration of Knowledge and Ideas
GOAL	RI.6.7.	Integrate information presented in different media (e.g., may include, but not limited to podcasts) or formats (e.g., visually, quantitatively/ data-related) as well as in words to develop a coherent understanding of a topic or issue.
GOAL	RI.6.9.	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
PERFORMANCE / CONTENT STANDARD	AK.W.6.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes
GOAL	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.
INDICATOR	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.
INDICATOR	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PERFORMANCE / CONTENT STANDARD	AK.W.6.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
GOAL	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.)

GOAL	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to create a piece of writing.
PERFORMANCE / CONTENT STANDARD	AK.W.6.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Research to Build and Present Knowledge
GOAL	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
GOAL	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.
PERFORMANCE / CONTENT STANDARD	AK.W.6.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Research to Build and Present Knowledge
GOAL	W.6.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
INDICATOR	W.6.9.a.	Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.").
PERFORMANCE / CONTENT STANDARD	AK.W.6.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Range of Writing
GOAL	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.
PERFORMANCE / CONTENT STANDARD	AK.SL.6.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	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.
INDICATOR	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.

INDICATOR	SL.6.1.b.	Follow rules for collegial discussions (e.g., establishing norms: taking turns, paraphrasing, respecting diverse viewpoints), set specific goals and deadlines, and define individual roles as needed.
INDICATOR	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.
PERFORMANCE / CONTENT STANDARD	AK.L.6.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
INDICATOR	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.
PERFORMANCE / CONTENT STANDARD	AK.L.6.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.6.2.b.	Spell correctly.
PERFORMANCE / CONTENT STANDARD	AK.L.6.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	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.
INDICATOR	L.6.4.a.	Determine meaning of unfamiliar words by using knowledge of word structure (root words, prefixes, suffixes, abbreviations) and language structure through reading words in text (word order, grammar), 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.
INDICATOR	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).
PERFORMANCE / CONTENT STANDARD	AK.L.6.	Language Standards
GRADE LEVEL EXPECT ATION / STRAND		Vocabulary Acquisition and Use
0110,000		

## UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 14 Page 127-140

## **Alaska Content and Performance Standards**

Language Arts		
		Grade <b>6</b> - Adopted: <b>2012</b>
PERFORMANCE / CONTENT STANDARD	AK.RI.6.	Reading Standards for Informational Text
GRADE LEVEL EXPECTATION / STRAND		Key Ideas and Details
GOAL	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GOAL	RI.6.2.	Determine a central idea and subtopics of a text and how they are conveyed through particular details; restate and summarize the central idea or events, in correct sequence when necessary, after reading a text.
GOAL	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated on in a text (e.g., through examples or anecdotes).
PERFORMANCE / CONTENT STANDARD	AK.RI.6.	Reading Standards for Informational Text
GRADE LEVEL EXPECTATION / STRAND		Craft and Structure
GOAL	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
GOAL	RI.6.5.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
PERFORMANCE / CONTENT STANDARD	AK.RI.6.	Reading Standards for Informational Text
GRADE LEVEL EXPECTATION / STRAND		Integration of Knowledge and Ideas
GOAL	RI.6.7.	Integrate information presented in different media (e.g., may include, but not limited to podcasts) or formats (e.g., visually, quantitatively/ data-related) as well as in words to develop a coherent understanding of a topic or issue.
GOAL	RI.6.9.	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

PERFORMANCE / CONTENT STANDARD	AK.W.6.	Writing Standards

Text Types and Purposes	EXPECTATION /		
information through the selection, organization, and analysis of relevant content.  INDICATOR  W.5.2a. Introduce a topic: organize ideas, concepts, and information, using stategies such as definition, classification, comparison/contrast, and cause/riflect include formating (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to adding comprehension.  INDICATOR  W.5.2b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.  INDICATOR  W.5.2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.  PERFORMANCE (CONTENT' STANDARD  GRADE LEVEL EXPECTATION I STRAND  W.5.4. 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.)  GOAL  W.5.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, revising, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3-up to and including grade 6.)  GOAL  W.5.6. Use technology, including the Internet to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to create a piece of writing.  PERFORMANCE (CONTENT STANDARD  GRADE LEVEL EXPECTATION I  Research to Build and Present Knowledge  FERFORMANCE (CONTENT STANDARD  AK.W.6. Writing Standards  W.5.1. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.  Research to Build and Present Knowledge  FERFORMANCE (CONTENT STANDARD  AK.W.6. Writing Standards  Writing Standards  Research to Build and Present Knowledge	21 KAND		Text Types and Purposes
classification, comparison/contrast, and cause/effect; include formatiting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.  INDICATOR W.6.2.b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.  INDICATOR W.6.2.b. Use precise language and domain-specific vocabulary to inform about or explain the topic.  PERFORMANCE / CONTENT STANDARD  AK.W.6. Writing Standards  Froduction and Distribution of Writing  GRADE LEVEL EXPECTATION / STRAND  Froduction and Distribution of Writing  GOAL 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.)  GOAL 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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)  GOAL W.6.5. Use technology, including the Internet to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to create a piece of writing.  FERFORMANCE / Content strandards  GRADE LEVEL EXPECTATION / STRAND  GOAL W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.  GOAL 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.  Writing Standards  Writing Standards  France Rade Research to Build and Present Knowledge	GOAL W	V.6.2.	
INDICATOR  W.6.2.d. Use precise language and domain-specific vocabulary to inform about or explain the topic.  PERFORMANCE (CONTENT)  GRADE LEVEL EXPECTATION / Production and Distribution of Writing  GRADE LEVEL EXPECTATION / 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.)  GOAL  W.6.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, erbiting, or bying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)  GOAL  W.6.6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to create a piece of writing.  PERFORMANCE (CONTENT STANDARD  Research to Build and Present Knowledge  GRADE LEVEL (Content Standards)  GOAL  W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.  GOAL  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.  PERFORMANCE / CONTENT STANDARD  Research to Build and Present Knowledge  PERFORMANCE / CONTENT STANDARD  Research to Build and Present Knowledge	INDICATOR V	W.6.2.a.	classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics
PERFORMANCE I CONTENT STANDARD  GRADE LEVEL EXPECTATION / 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.)  GOAL 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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)  GOAL W.6.6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to create a piece of writing.  PERFORMANCE I CONTENT STANDARD  GRADE LEVEL EXPECTATION / Research to Build and Present Knowledge  W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.  GOAL 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.  PERFORMANCE / CONTENT STANDARD  Research to Build and Present Knowledge  Research to Build and Present Knowledge	INDICATOR V	W.6.2.b.	
GRADE LEVEL STRANDARD  GRADE LEVEL STRAND  GOAL  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.)  GOAL  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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)  GOAL  W.6.6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to create a piece of writing.  PERFORMANCE / CONTENT STANDARD  GRADE LEVEL EXPECTATION / STRAND  GOAL  W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.  GOAL  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.  PERFORMANCE / CONTENT STANDARD  RESEARCH to Build and Present Knowledge	INDICATOR V	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
GOAL 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.)  GOAL 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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)  GOAL W.6.6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to create a piece of writing.  PPERFORMANCE (CONTENT STANDARD  GRADE LEVEL EXPECTATION / STRAND  GOAL W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.  GOAL 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.  PERFORMANCE (CONTENT STANDARD  GRADE LEVEL EXPECTATION)  Research to Build and Present Knowledge  Research to Build and Present Knowledge	/ CONTENT	λΚ.W.6.	Writing Standards
appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)  GOAL  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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)  GOAL  W.6.6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to create a piece of writing.  PERFORMANCE / CONTENT STANDARD  GRADE LEVEL EXPECTATION / STRAND  GOAL  W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.  GOAL  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.  PERFORMANCE / CONTENT STANDARD  GRADE LEVEL EXPECTATION / Research to Build and Present Knowledge  Research to Build and Present Knowledge	EXPECTATION /		Production and Distribution of Writing
needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)  W.6.6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to create a piece of writing.  PERFORMANCE / CONTENT STANDARD  GRADE LEVEL EXPECTATION / STRAND  GOAL W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.  GOAL 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.  PERFORMANCE / CONTENT STANDARD  GRADE LEVEL EXPECTATION / Research to Build and Present Knowledge  Research to Build and Present Knowledge	GOAL V	W.6.4.	appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are
Collaborate with others; demonstrate sufficient command of keyboarding skills to create a piece of writing.  PERFORMANCE / CONTENT STANDARD  Research to Build and Present Knowledge  Research to Build and Present Knowledge  W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.  GOAL  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.  PERFORMANCE / CONTENT STANDARD  Research to Build and Present Knowledge  Research to Build and Present Knowledge	GOAL V	W.6.5.	needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions
GRADE LEVEL EXPECTATION / STRAND  Research to Build and Present Knowledge  W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.  GOAL  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.  PERFORMANCE / CONTENT STANDARD  GRADE LEVEL EXPECTATION /  Research to Build and Present Knowledge	GOAL V	W.6.6.	collaborate with others; demonstrate sufficient command of keyboarding skills to create a piece of
GOAL  W.6.7.  Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.  GOAL  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.  PERFORMANCE / CONTENT STANDARD  AK.W.6.  Writing Standards  GRADE LEVEL EXPECT ATION /	/ CONTENT	NK.W.6.	Writing Standards
The inquiry when appropriate.  GOAL  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.  PERFORMANCE / CONTENT STANDARD  AK.W.6. Writing Standards  GRADE LEVEL EXPECTATION /	EXPECTATION /		Research to Build and Present Knowledge
source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.  PERFORMANCE / CONTENT STANDARD  AK.W.6. Writing Standards  GRADE LEVEL EXPECTATION /  Research to Build and Present Knowledge	GOAL V	W.6.7.	
CONTENT STANDARD  GRADE LEVEL EXPECTATION /  Research to Build and Present Knowledge	GOAL V	W.6.8.	source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism
EXPECTATION /		W W 6	Writing Standards
STRAND	/ CONTENT	IX.VV.O.	

GOAL	W.6.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
INDICATOR	W.6.9.a.	Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.").
PERFORMANCE / CONTENT STANDARD	AK.W.6.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Range of Writing
GOAL	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.
PERFORMANCE / CONTENT STANDARD	AK.SL.6.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	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.
INDICATOR	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.
INDICATOR	SL.6.1.b.	Follow rules for collegial discussions (e.g., establishing norms: taking turns, paraphrasing, respecting diverse viewpoints), set specific goals and deadlines, and define individual roles as needed.
INDICATOR	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.
PERFORMANCE / CONTENT STANDARD	AK.L.6.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
INDICATOR	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.
PERFORMANCE / CONTENT STANDARD	AK.L.6.	Language Standards

GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.6.2.b.	Spell correctly.
PERFORMANCE / CONTENT ST ANDARD	AK.L.6.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	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.
INDICATOR	L.6.4.a.	Determine meaning of unfamiliar words by using knowledge of word structure (root words, prefixes, suffixes, abbreviations) and language structure through reading words in text (word order, grammar), 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.
INDICATOR	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).
PERFORMANCE / CONTENT STANDARD	AK.L.6.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.6.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

# UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 15 Page 141-152

# **Alaska Content and Performance Standards**

	Grade 6 - Adopted: 2012		
PERFORMANCE / CONTENT STANDARD	AK.RI.6.	Reading Standards for Informational Text	
GRADE LEVEL EXPECTATION / STRAND		Key Ideas and Details	
GOAL	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	
GOAL	RI.6.2.	Determine a central idea and subtopics of a text and how they are conveyed through particular details; restate and summarize the central idea or events, in correct sequence when necessary, after reading a text.	

GOAL	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated on in a text (e.g., through examples or anecdotes).
PERFORMANCE / CONTENT STANDARD	AK.RI.6.	Reading Standards for Informational Text
GRADE LEVEL EXPECTATION / STRAND		Craft and Structure
GOAL	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
GOAL	RI.6.5.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
PERFORMANCE / CONTENT STANDARD	AK.RI.6.	Reading Standards for Informational Text
GRADE LEVEL EXPECTATION / STRAND		Integration of Knowledge and Ideas
GOAL	RI.6.7.	Integrate information presented in different media (e.g., may include, but not limited to podcasts) or formats (e.g., visually, quantitatively/ data-related) as well as in words to develop a coherent understanding of a topic or issue.
GOAL	RI.6.9.	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
PERFORMANCE / CONTENT STANDARD	AK.W.6.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes
GOAL	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.
INDICATOR	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.
INDICATOR	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PERFORMANCE / CONTENT STANDARD	AK.W.6.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing

GOAL	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.)
GOAL	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
GOAL	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to create a piece of writing.
PERFORMANCE / CONTENT STANDARD	AK.W.6.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Research to Build and Present Knowledge
GOAL	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
GOAL	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.
PERFORMANCE / CONTENT STANDARD	AK.W.6.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Research to Build and Present Knowledge
GOAL	W.6.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
INDICATOR	W.6.9.a.	Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.").
PERFORMANCE / CONTENT STANDARD	AK.W.6.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Range of Writing
GOAL	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.
PERFORMANCE / CONTENT STANDARD	AK.SL.6.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration

GOAL	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.
INDICATOR	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.
INDICATOR	SL.6.1.b.	Follow rules for collegial discussions (e.g., establishing norms: taking turns, paraphrasing, respecting diverse viewpoints), set specific goals and deadlines, and define individual roles as needed.
INDICATOR	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.
PERFORMANCE / CONTENT STANDARD	AK.L.6.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
INDICATOR	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.
PERFORMANCE / CONTENT STANDARD	AK.L.6.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.6.2.b.	Spell correctly.
PERFORMANCE / CONTENT STANDARD	AK.L.6.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	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.
INDICATOR	L.6.4.a.	Determine meaning of unfamiliar words by using knowledge of word structure (root words, prefixes, suffixes, abbreviations) and language structure through reading words in text (word order, grammar), 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.
INDICATOR	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).

PERFORMANCE	AK.L.6.	Language Standards
/ CONTENT		
STANDARD		

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

# UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 16 Page 153-158

## **Alaska Content and Performance Standards**

Grade 6 - Adopted: 2012		
PERFORMANCE / CONTENT STANDARD	AK.RI.6.	Reading Standards for Informational Text
GRADE LEVEL EXPECTATION / STRAND		Key Ideas and Details
GOAL	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GOAL	RI.6.2.	Determine a central idea and subtopics of a text and how they are conveyed through particular details; restate and summarize the central idea or events, in correct sequence when necessary, after reading a text.
GOAL	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated on in a text (e.g., through examples or anecdotes).
PERFORMANCE / CONTENT ST AND ARD	AK.RI.6.	Reading Standards for Informational Text
GRADE LEVEL EXPECTATION / STRAND		Craft and Structure
GOAL	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
GOAL	RI.6.5.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
PERFORMANCE / CONTENT ST ANDARD	AK.RI.6.	Reading Standards for Informational Text
GRADE LEVEL EXPECTATION / STRAND		Integration of Knowledge and Ideas

GOAL	RI.6.7.	Integrate information presented in different media (e.g., may include, but not limited to podcasts) or formats (e.g., visually, quantitatively/ data-related) as well as in words to develop a coherent understanding of a topic or issue.
GOAL	RI.6.9.	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
PERFORMANCE / CONTENT STANDARD	AK.W.6.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes
GOAL	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.
INDICATOR	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.
INDICATOR	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PERFORMANCE / CONTENT STANDARD	AK.W.6.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
GOAL	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.)
GOAL	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
GOAL	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to create a piece of writing.
PERFORMANCE / CONTENT STANDARD	AK.W.6.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Research to Build and Present Knowledge
GOAL	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

GOAL	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.
PERFORMANCE / CONTENT STANDARD	AK.W.6.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Research to Build and Present Knowledge
GOAL	W.6.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
INDICATOR	W.6.9.a.	Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.").
PERFORMANCE / CONTENT ST ANDARD	AK.W.6.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Range of Writing
GOAL	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.
PERFORMANCE / CONTENT STANDARD	AK.SL.6.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	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.
INDICATOR	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.
INDICATOR	SL.6.1.b.	Follow rules for collegial discussions (e.g., establishing norms: taking turns, paraphrasing, respecting diverse viewpoints), set specific goals and deadlines, and define individual roles as needed.
INDICATOR	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.
PERFORMANCE / CONTENT STANDARD	AK.L.6.	Language Standards
GRADE LEVEL EXPECT ATION / STRAND		Conventions of Standard English
GOAL	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

INDICATOR	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
INDICATOR	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.
PERFORMANCE / CONTENT STANDARD	AK.L.6.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.6.2.b.	Spell correctly.
PERFORMANCE / CONTENT STANDARD	AK.L.6.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	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.
INDICATOR	L.6.4.a.	Determine meaning of unfamiliar words by using knowledge of word structure (root words, prefixes, suffixes, abbreviations) and language structure through reading words in text (word order, grammar), 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.
INDICATOR	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).
PERFORMANCE / CONTENT STANDARD	AK.L.6.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.6.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## UNIT 7: INVENTIVE WRITING Week 17 Page 159-164

# **Alaska Content and Performance Standards**

## **Language Arts**

PERFORMANCE AK.W.6. / CONTENT STANDARD

**Writing Standards** 

GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes
GOAL	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.
INDICATOR	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.
INDICATOR	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.6.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.
PERFORMANCE / CONTENT STANDARD	AK.W.6.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
GOAL	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.)
GOAL	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
GOAL	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to create a piece of writing.
PERFORMANCE / CONTENT STANDARD	AK.W.6.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Range of Writing
GOAL	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.
PERFORMANCE / CONTENT STANDARD	AK.SL.6.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	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.

INDICATOR	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.
INDICATOR	SL.6.1.b.	Follow rules for collegial discussions (e.g., establishing norms: taking turns, paraphrasing, respecting diverse viewpoints), set specific goals and deadlines, and define individual roles as needed.
INDICATOR	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.
PERFORMANCE / CONTENT STANDARD	AK.L.6.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
INDICATOR	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.
PERFORMANCE / CONTENT STANDARD	AK.L.6.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.6.2.b.	Spell correctly.
PERFORMANCE / CONTENT STANDARD	AK.L.6.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	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.
INDICATOR	L.6.4.a.	Determine meaning of unfamiliar words by using knowledge of word structure (root words, prefixes, suffixes, abbreviations) and language structure through reading words in text (word order, grammar), 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.
PERFORMANCE / CONTENT STANDARD	AK.L.6.	Language Standards
017272		
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use

L.6.6.

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

## UNIT 7: INVENTIVE WRITING Week 18 Page 165-172

## **Alaska Content and Performance Standards**

		Language Arts
		Grade <b>6</b> - Adopted: <b>2012</b>
PERFORMANCE / CONTENT STANDARD	AK.W.6.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes
GOAL	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.
INDICATOR	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.
INDICATOR	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.6.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.
PERFORMANCE / CONTENT STANDARD	AK.W.6.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes
GOAL	W.6.3.	Use narrative writing to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
INDICATOR	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.
INDICATOR	W.6.3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
INDICATOR	W.6.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
INDICATOR	W.6.3.e.	Provide a conclusion that follows from the narrated experiences or events.

PERFORMANCE / CONTENT STANDARD	AK.W.6.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
GOAL	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.)
GOAL	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
GOAL	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to create a piece of writing.
PERFORMANCE / CONTENT STANDARD	AK.W.6.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Range of Writing
GOAL	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.
PERFORMANCE / CONTENT STANDARD	AK.L.6.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
INDICATOR	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.
PERFORMANCE / CONTENT STANDARD	AK.L.6.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.6.2.b.	Spell correctly.
PERFORMANCE / CONTENT STANDARD	AK.L.6.	Language Standards

PERFORMANCE AK.W.6.

**Writing Standards** 

GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	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.
INDICATOR	L.6.4.a.	Determine meaning of unfamiliar words by using knowledge of word structure (root words, prefixes, suffixes, abbreviations) and language structure through reading words in text (word order, grammar), 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.
PERFORMANCE / CONTENT STANDARD	AK.L.6.	Language Standards
/ CONTENT	AK.L.6.	Language Standards  Vocabulary Acquisition and Use

#### UNIT 7: INVENTIVE WRITING Week 19 Page 173-178

#### **Alaska Content and Performance Standards**

#### Language Arts

#### Grade 6 - Adopted: 2012 AK.W.6. **Writing Standards** PERFORMANCE / CONTENT **STANDARD GRADE LEVEL Text Types and Purposes** EXPECTATION / STRAND W.6.2. GOAL Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. **INDICATOR** Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, W.6.2.a. classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. INDICATOR W.6.2.b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. INDICATOR W.6.2.d. Use precise language and domain-specific vocabulary to inform about or explain the topic. INDICATOR W.6.2.f. Provide a concluding statement or section that follows from the information or explanation presented. PERFORMANCE AK.W.6. **Writing Standards** / CONTENT **STANDARD GRADE LEVEL Production and Distribution of Writing EXPECT ATION /** STRAND

GOAL	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.)
GOAL	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
GOAL	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to create a piece of writing.
PERFORMANCE / CONTENT STANDARD	AK.W.6.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Range of Writing
GOAL	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.
PERFORMANCE / CONTENT STANDARD	AK.L.6.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
INDICATOR	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.
PERFORMANCE / CONTENT STANDARD	AK.L.6.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.6.2.b.	Spell correctly.
PERFORMANCE / CONTENT STANDARD	AK.L.6.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	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.

INDICATOR	L.6.4.a.	Determine meaning of unfamiliar words by using knowledge of word structure (root words, prefixes, suffixes, abbreviations) and language structure through reading words in text (word order, grammar), 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.
PERFORMANCE / CONTENT STANDARD	AK.L.6.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.6.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

# UNIT 8: FORMAL ESSAY MODELS Week 20 Page 179-192

## Alaska Content and Performance Standards

		Alaska Content and Performance Standards
		Language Arts
		Grade <b>6</b> - Adopted: <b>2012</b>
PERFORMANCE / CONTENT STANDARD	AK.RI.6.	Reading Standards for Informational Text
GRADE LEVEL EXPECTATION / STRAND		Key Ideas and Details
GOAL	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GOAL	RI.6.2.	Determine a central idea and subtopics of a text and how they are conveyed through particular details; restate and summarize the central idea or events, in correct sequence when necessary, after reading a text.
GOAL	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated on in a text (e.g., through examples or anecdotes).
PERFORMANCE / CONTENT ST ANDARD	AK.RI.6.	Reading Standards for Informational Text
GRADE LEVEL EXPECTATION / STRAND		Craft and Structure
GOAL	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
GOAL	RI.6.5.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
PERFORMANCE / CONTENT ST ANDARD	AK.RI.6.	Reading Standards for Informational Text

GRADE LEVEL EXPECTATION / STRAND		Integration of Knowledge and Ideas
GOAL	RI.6.7.	Integrate information presented in different media (e.g., may include, but not limited to podcasts) or formats (e.g., visually, quantitatively/ data-related) as well as in words to develop a coherent understanding of a topic or issue.
GOAL	RI.6.9.	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
PERFORMANCE / CONTENT STANDARD	AK.W.6.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes
GOAL	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.
INDICATOR	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.
INDICATOR	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.6.2.e.	Establish and maintain a formal style.
INDICATOR	W.6.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.
PERFORMANCE / CONTENT ST ANDARD	AK.W.6.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
GOAL	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.)
GOAL	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
GOAL	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to create a piece of writing.
PERFORMANCE / CONTENT ST ANDARD	AK.W.6.	Writing Standards

GRADE LEVEL EXPECTATION / STRAND		Research to Build and Present Knowledge
GOAL	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
GOAL	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.
PERFORMANCE / CONTENT STANDARD	AK.W.6.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Research to Build and Present Knowledge
GOAL	W.6.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
INDICATOR	W.6.9.a.	Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.").
PERFORMANCE / CONTENT STANDARD	AK.W.6.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Range of Writing
GOAL	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.
PERFORMANCE / CONTENT STANDARD	AK.L.6.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
INDICATOR	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.
PERFORMANCE / CONTENT STANDARD	AK.L.6.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATOR	L.6.2.b.	Spell correctly.
PERFORMANCE / CONTENT STANDARD	AK.L.6.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	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.
INDICATOR	L.6.4.a.	Determine meaning of unfamiliar words by using knowledge of word structure (root words, prefixes, suffixes, abbreviations) and language structure through reading words in text (word order, grammar), 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.
INDICATOR	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).
PERFORMANCE / CONTENT STANDARD	AK.L.6.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.6.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## UNIT 8: FORMAL ESSAY MODELS Week 21 Page 193-202

# **Alaska Content and Performance Standards**

		Grade 6 - Adopted: 2012
PERFORMANCE / CONTENT STANDARD	AK.RI.6.	Reading Standards for Informational Text
GRADE LEVEL EXPECTATION / STRAND		Key Ideas and Details
GOAL	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GOAL	RI.6.2.	Determine a central idea and subtopics of a text and how they are conveyed through particular details; restate and summarize the central idea or events, in correct sequence when necessary, after reading a text.
GOAL	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated on in a text (e.g., through examples or anecdotes).

PERFORMANCE / CONTENT STANDARD	AK.RI.6.	Reading Standards for Informational Text
GRADE LEVEL EXPECTATION / STRAND		Craft and Structure
GOAL	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
GOAL	RI.6.5.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
PERFORMANCE / CONTENT STANDARD	AK.RI.6.	Reading Standards for Informational Text
GRADE LEVEL EXPECTATION / STRAND		Integration of Knowledge and Ideas
GOAL	RI.6.7.	Integrate information presented in different media (e.g., may include, but not limited to podcasts) or formats (e.g., visually, quantitatively/ data-related) as well as in words to develop a coherent understanding of a topic or issue.
GOAL	RI.6.9.	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
PERFORMANCE / CONTENT STANDARD	AK.W.6.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes
EXPECTATION /	W.6.2.	Text Types and Purposes  Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION / STRAND	<b>W.6.2.</b> W.6.2.a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and
STRAND GOAL		Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  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
GOAL  INDICATOR	W.6.2.a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  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.  Develop the topic with relevant facts, definitions, concrete details, quotations, or other information
GOAL  INDICATOR  INDICATOR	W.6.2.a. W.6.2.b.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  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.  Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
GOAL  INDICATOR  INDICATOR	W.6.2.a.  W.6.2.b.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  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.  Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.  Use precise language and domain-specific vocabulary to inform about or explain the topic.
GOAL  INDICATOR  INDICATOR  INDICATOR	W.6.2.a.  W.6.2.b.  W.6.2.d.  W.6.2.e.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  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.  Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.  Use precise language and domain-specific vocabulary to inform about or explain the topic.  Establish and maintain a formal style.

GOAL	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.)
GOAL	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
GOAL	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to create a piece of writing.
PERFORMANCE / CONTENT STANDARD	AK.W.6.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Research to Build and Present Knowledge
GOAL	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
GOAL	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.
PERFORMANCE / CONTENT STANDARD	AK.W.6.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Research to Build and Present Knowledge
GOAL	W.6.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
INDICATOR	W.6.9.a.	Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.").
PERFORMANCE / CONTENT STANDARD	AK.W.6.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Range of Writing
GOAL	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.
PERFORMANCE / CONTENT STANDARD	AK.SL.6.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration

GOAL	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.
INDICATOR	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.
INDICATOR	SL.6.1.b.	Follow rules for collegial discussions (e.g., establishing norms: taking turns, paraphrasing, respecting diverse viewpoints), set specific goals and deadlines, and define individual roles as needed.
INDICATOR	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.
PERFORMANCE / CONTENT STANDARD	AK.L.6.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
INDICATOR	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.
PERFORMANCE / CONTENT STANDARD	AK.L.6.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.6.2.b.	Spell correctly.
PERFORMANCE / CONTENT STANDARD	AK.L.6.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	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.
INDICATOR	L.6.4.a.	Determine meaning of unfamiliar words by using knowledge of word structure (root words, prefixes, suffixes, abbreviations) and language structure through reading words in text (word order, grammar), 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.
INDICATOR	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).

GRADE LEVEL EXPECTATION STRAND	1	Vocabulary Acquisition and Use
GOAL	L.6.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## UNIT 9: FORMAL CRITIQUE Week 22 Page 203-219

## **Alaska Content and Performance Standards**

## Language Arts

Language Arts		
Grade <b>6</b> - Adopted: <b>2012</b>		
PERFORMANCE / CONTENT STANDARD	AK.RL.6.	Reading Standards for Literature
GRADE LEVEL EXPECTATION / STRAND		Key Ideas and Details
GOAL	RL.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GOAL	RL.6.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; restate and summarize main ideas or events, in correct sequence, after reading a text.
GOAL	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 or as the narrative advances.
PERFORMANCE / CONTENT STANDARD	AK.RL.6.	Reading Standards for Literature
GRADE LEVEL EXPECTATION / STRAND		Craft and Structure
GOAL	RL.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of a specific word choice on meaning and tone.
GOAL	RL.6.5.	Analyze the overall structure of a text: how a particular sentence, chapter, scene, or stanza fits into the overall work and analyzing how it contributes to the development of the characters, theme, setting, or plot.
GOAL	RL.6.6.	Determine author's purpose and explain how an author develops the point of view of the narrator or speaker in a text.

# PERFORMANCE AK.RL.6. Reading Standards for Literature / CONTENT STANDARD

GRADE LEVEL EXPECTATION / STRAND		Range of Reading and Level of Complexity
GOAL	RL.6.10.	By the end of the year, read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to grade 6 (from upper grade 5 to grade 7), with scaffolding as needed at the high end of the range.
PERFORMANCE / CONTENT STANDARD	AK.RI.6.	Reading Standards for Informational Text
GRADE LEVEL EXPECTATION / STRAND		Key Ideas and Details
GOAL	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GOAL	RI.6.2.	Determine a central idea and subtopics of a text and how they are conveyed through particular details; restate and summarize the central idea or events, in correct sequence when necessary, after reading a text.
GOAL	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated on in a text (e.g., through examples or anecdotes).
PERFORMANCE / CONTENT STANDARD	AK.RI.6.	Reading Standards for Informational Text
GRADE LEVEL EXPECTATION / STRAND		Craft and Structure
GOAL	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
		combined to combined meanings.
PERFORMANCE / CONTENT ST ANDARD	AK.RI.6.	Reading Standards for Informational Text
/ CONTENT	AK.RI.6.	
CONTENT STANDARD  GRADE LEVEL EXPECTATION /	AK.RI.6. RI.6.7.	Reading Standards for Informational Text
/ CONTENT STANDARD GRADE LEVEL EXPECTATION / STRAND		Reading Standards for Informational Text  Integration of Knowledge and Ideas  Integrate information presented in different media (e.g., may include, but not limited to podcasts) or formats (e.g., visually, quantitatively/ data-related) as well as in words to develop a coherent
/ CONTENT STANDARD  GRADE LEVEL EXPECTATION / STRAND  GOAL  PERFORMANCE / CONTENT	RI.6.7.	Integration of Knowledge and Ideas  Integrate information presented in different media (e.g., may include, but not limited to podcasts) or formats (e.g., visually, quantitatively/ data-related) as well as in words to develop a coherent understanding of a topic or issue.
GRADE LEVEL EXPECT ATION / STRAND  GOAL  PERFORMANCE / CONTENT STANDARD  GRADE LEVEL EXPECT ATION /	RI.6.7.	Integration of Knowledge and Ideas  Integrate information presented in different media (e.g., may include, but not limited to podcasts) or formats (e.g., visually, quantitatively/ data-related) as well as in words to develop a coherent understanding of a topic or issue.  Writing Standards

<b>PERFORMANCE</b>
/ CONTENT
STANDARD

AK.W.6. Writing Standards

GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes
GOAL	W.6.3.	Use narrative writing to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
INDICATOR	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.
INDICATOR	W.6.3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
INDICATOR	W.6.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
INDICATOR	W.6.3.e.	Provide a conclusion that follows from the narrated experiences or events.
PERFORMANCE / CONTENT STANDARD	AK.W.6.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
GOAL	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.)
GOAL	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
GOAL	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to create a piece of writing.
PERFORMANCE / CONTENT STANDARD	AK.W.6.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Research to Build and Present Knowledge
GOAL	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.
PERFORMANCE / CONTENT STANDARD	AK.W.6.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Range of Writing

GOAL	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.
PERFORMANCE / CONTENT STANDARD	AK.SL.6.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	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.
INDICATOR	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.
INDICATOR	SL.6.1.b.	Follow rules for collegial discussions (e.g., establishing norms: taking turns, paraphrasing, respecting diverse viewpoints), set specific goals and deadlines, and define individual roles as needed.
INDICATOR	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.
PERFORMANCE / CONTENT STANDARD	AK.L.6.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
INDICATOR	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.
PERFORMANCE / CONTENT STANDARD	AK.L.6.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.6.2.b.	Spell correctly.
PERFORMANCE / CONTENT STANDARD	AK.L.6.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Knowledge of Language

GOAL	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.6.3.b.	Maintain consistency in style and tone.
PERFORMANCE / CONTENT STANDARD	AK.L.6.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	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.
INDICATOR	L.6.4.a.	Determine meaning of unfamiliar words by using knowledge of word structure (root words, prefixes, suffixes, abbreviations) and language structure through reading words in text (word order, grammar), 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.
INDICATOR	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).
PERFORMANCE / CONTENT STANDARD	AK.L.6.	Language Standards
/ CONTENT	AK.L.6.	Language Standards  Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION /	AK.L.6.	
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use  Demonstrate understanding of figurative language, word relationships, and nuances in
/ CONTENT STANDARD GRADE LEVEL EXPECTATION / STRAND GOAL	L.6.5.	Vocabulary Acquisition and Use  Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  Interpret the intent or meaning of figures of speech (e.g., personification, metaphors, alliteration) as
J CONTENT STANDARD  GRADE LEVEL EXPECTATION / STRAND  GOAL  INDICATOR  PERFORMANCE / CONTENT	<b>L.6.5.</b> L.6.5.a.	Vocabulary Acquisition and Use  Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  Interpret the intent or meaning of figures of speech (e.g., personification, metaphors, alliteration) as used in context.

## UNIT 9: FORMAL CRITIQUE Week 23 Page 221-230

## **Alaska Content and Performance Standards**

#### **Language Arts**

Grade 6 - Adopted: 2012

PERFORMANCE / CONTENT STANDARD AK.RL.6.

Reading Standards for Literature

GRADE LEVEL EXPECTATION / STRAND		Key Ideas and Details
GOAL	RL.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GOAL	RL.6.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; restate and summarize main ideas or events, in correct sequence, after reading a text.
GOAL	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 or as the narrative advances.
PERFORMANCE / CONTENT STANDARD	AK.RL.6.	Reading Standards for Literature
GRADE LEVEL EXPECTATION / STRAND		Craft and Structure
GOAL	RL.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of a specific word choice on meaning and tone.
GOAL	RL.6.5.	Analyze the overall structure of a text: how a particular sentence, chapter, scene, or stanza fits into the overall work and analyzing how it contributes to the development of the characters, theme, setting, or plot.
GOAL	RL.6.6.	Determine author's purpose and explain how an author develops the point of view of the narrator or speaker in a text.
PERFORMANCE / CONTENT STANDARD	AK.RL.6.	Reading Standards for Literature
GRADE LEVEL EXPECTATION / STRAND		Range of Reading and Level of Complexity
GOAL	RL.6.10.	By the end of the year, read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to grade 6 (from upper grade 5 to grade 7), with scaffolding as needed at the high end of the range.
PERFORMANCE / CONTENT STANDARD	AK.RI.6.	Reading Standards for Informational Text
GRADE LEVEL EXPECTATION / STRAND		Key Ideas and Details
GOAL	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GOAL	RI.6.2.	Determine a central idea and subtopics of a text and how they are conveyed through particular details; restate and summarize the central idea or events, in correct sequence when necessary, after reading a text.

GOAL	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated on in a text (e.g., through examples or anecdotes).
PERFORMANCE / CONTENT ST AND ARD	AK.RI.6.	Reading Standards for Informational Text
GRADE LEVEL EXPECTATION / STRAND		Craft and Structure
GOAL	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
PERFORMANCE / CONTENT STANDARD	AK.RI.6.	Reading Standards for Informational Text
GRADE LEVEL EXPECTATION / STRAND		Integration of Knowledge and Ideas
GOAL	RI.6.7.	Integrate information presented in different media (e.g., may include, but not limited to podcasts) or formats (e.g., visually, quantitatively/ data-related) as well as in words to develop a coherent understanding of a topic or issue.
PERFORMANCE / CONTENT STANDARD	AK.W.6.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes
GOAL	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.
INDICATOR	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
PERFORMANCE / CONTENT STANDARD	AK.W.6.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes
GOAL	W.6.3.	Use narrative writing to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
INDICATOR	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.
INDICATOR	W.6.3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
INDICATOR	W.6.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
INDICATOR	W.6.3.e.	Provide a conclusion that follows from the narrated experiences or events.

needed.

GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
GOAL	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.)
GOAL	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
GOAL	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to create a piece of writing.
PERFORMANCE / CONTENT ST ANDARD	AK.W.6.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Research to Build and Present Knowledge
GOAL	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.
PERFORMANCE / CONTENT STANDARD	AK.W.6.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Range of Writing
GOAL	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.
PERFORMANCE / CONTENT STANDARD	AK.SL.6.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	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.
INDICATOR	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.
INDICATOR	SL.6.1.b.	Follow rules for collegial discussions (e.g., establishing norms: taking turns, paraphrasing, respecting diverse viewpoints), set specific goals and deadlines, and define individual roles as

INDICATOR	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.
PERFORMANCE / CONTENT STANDARD	AK.L.6.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
INDICATOR	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.
PERFORMANCE / CONTENT STANDARD	AK.L.6.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.6.2.b.	Spell correctly.
PERFORMANCE / CONTENT STANDARD	AK.L.6.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Knowledge of Language
GOAL	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.6.3.b.	Maintain consistency in style and tone.
PERFORMANCE / CONTENT STANDARD	AK.L.6.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	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.
INDICATOR	L.6.4.a.	Determine meaning of unfamiliar words by using knowledge of word structure (root words, prefixes, suffixes, abbreviations) and language structure through reading words in text (word order, grammar), 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.
INDICATOR	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).

/ CONTENT STANDARD		
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.6.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
INDICATOR	L.6.5.a.	Interpret the intent or meaning of figures of speech (e.g., personification, metaphors, alliteration) as used in context.
PERFORMANCE / CONTENT STANDARD	AK.L.6.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use

PERFORMANCE

GOAL

AK.L.6.

L.6.6.

Language Standards

#### UNIT 9: FORMAL CRITIQUE Week 24 Page 231-334

comprehension or expression.

Acquire and accurately use grade-appropriate general academic and domain-specific words and

phrases; gather vocabulary knowledge when considering a word or phrase important to

#### **Alaska Content and Performance Standards**

#### **Language Arts**

#### Grade 6 - Adopted: 2012 PERFORMANCE AK.RL.6. **Reading Standards for Literature** / CONTENT **STANDARD GRADE LEVEL Key Ideas and Details EXPECTATION /** STRAND GOAL RL.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RL.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; GOAL restate and summarize main ideas or events, in correct sequence, after reading a text. PERFORMANCE AK.RL.6. Reading Standards for Literature / CONTENT **STANDARD** GRADE LEVEL Craft and Structure EXPECTATION / STRAND GOAL RL.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of a specific word choice on meaning and tone. **Reading Standards for Literature** PERFORMANCE AK.RL.6. / CONTENT **STANDARD**

GRADE LEVEL EXPECTATION / STRAND		Range of Reading and Level of Complexity
GOAL	RL.6.10.	By the end of the year, read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to grade 6 (from upper grade 5 to grade 7), with scaffolding as needed at the high end of the range.
PERFORMANCE / CONTENT STANDARD	AK.RI.6.	Reading Standards for Informational Text
GRADE LEVEL EXPECTATION / STRAND		Key Ideas and Details
GOAL	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GOAL	RI.6.2.	Determine a central idea and subtopics of a text and how they are conveyed through particular details; restate and summarize the central idea or events, in correct sequence when necessary, after reading a text.
GOAL	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated on in a text (e.g., through examples or anecdotes).
PERFORMANCE / CONTENT STANDARD	AK.RI.6.	Reading Standards for Informational Text
GRADE LEVEL EXPECTATION / STRAND		Craft and Structure
GOAL	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
GOAL	RI.6.5.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
PERFORMANCE / CONTENT STANDARD	AK.RI.6.	Reading Standards for Informational Text
GRADE LEVEL EXPECTATION / STRAND		Integration of Knowledge and Ideas
GOAL	RI.6.7.	Integrate information presented in different media (e.g., may include, but not limited to podcasts) or formats (e.g., visually, quantitatively/ data-related) as well as in words to develop a coherent understanding of a topic or issue.
PERFORMANCE / CONTENT ST ANDARD	AK.W.6.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing

GOAL	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
GOAL	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to create a piece of writing.
PERFORMANCE / CONTENT STANDARD	AK.W.6.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Range of Writing
GOAL	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.
PERFORMANCE / CONTENT STANDARD	AK.L.6.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
INDICATOR	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.
PERFORMANCE / CONTENT ST ANDARD	AK.L.6.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.6.2.b.	Spell correctly.
PERFORMANCE / CONTENT STANDARD	AK.L.6.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	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.
INDICATOR	L.6.4.a.	Determine meaning of unfamiliar words by using knowledge of word structure (root words, prefixes, suffixes, abbreviations) and language structure through reading words in text (word order, grammar), 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.

INDICATOR	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).
PERFORMANCE / CONTENT ST ANDARD	AK.L.6.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.6.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.