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

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.
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.)
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.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

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.
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 2: WRITING FROM NOTES Week 3 Page 27-36

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.
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.

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.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 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.

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Alaska Content and Performance Standards

Language Arts

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.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 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 6 Page 53-60

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.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 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 4: SUMMARIZING A REFERENCE Week 7 Page 61-74

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.
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.
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		**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

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.
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.
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		**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.

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.
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.
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.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.

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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 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.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.

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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 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.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 5: WRITING FROM PICTURES Week 12 Page 107-114

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		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.

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.	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 6: SUMMARIZING MULTIPLE REFERENCES Week 13 Page 115-126

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.
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 / 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.

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.
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 / 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.

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Alaska Content and Performance Standards

Language Arts

Grade 6 - Adopted: 2012

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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 / 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 16 Page 153-158

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.
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 / 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.

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Alaska Content and Performance Standards

Language Arts

Grade **6** - Adopted: **2012**

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

		Text Types and Purposes
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**
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.

Alaska Content and Performance Standards

Language Arts

Grade **6** - Adopted: **2012**

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**

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.

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Alaska Content and Performance Standards

Language Arts

Grade 6 - Adopted: 2012

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		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**
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.

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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.
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.
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 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.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.

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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.
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.
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 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 / 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.

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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 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.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.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**
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**
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.

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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 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.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.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
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
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.

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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.
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.
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 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		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 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.