

Structure and Style for Students

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

Arizona's College and Career Ready Standards
Language Arts
Grade 6 - Adopted: 2016

STRAND **AZ.6.RI. Reading Standards for Informational Text**

CONCEPT / STANDARD		Key Ideas and Details
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.RI.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.RI.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.RI.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and developed in a text (e.g., through examples or anecdotes).

STRAND **AZ.6.RI. Reading Standards for Informational Text**

CONCEPT / STANDARD		Craft and Structure
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.RI.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.

STRAND **AZ.6.RI. Reading Standards for Informational Text**

CONCEPT / STANDARD		Integration of Knowledge and Ideas
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.RI.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

STRAND **AZ.6.RI. Reading Standards for Informational Text**

CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.RI.10.	By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade 6.
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STRAND **AZ.6.W. Writing Standards**

CONCEPT / STANDARD		Text Types and Purposes
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.2.a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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STRAND **AZ.6.W. Writing Standards**

CONCEPT / STANDARD		Production and Distribution of Writing
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.W.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.)
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STRAND **AZ.6.W. Writing Standards**

CONCEPT / STANDARD		Research to Build and Present Knowledge
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.W.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
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STRAND **AZ.6.W. Writing Standards**

CONCEPT / STANDARD		Research to Build and Present Knowledge
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.9.b.	Apply grade 6 Reading standards to informational text and nonfiction.
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STRAND **AZ.6.W. Writing Standards**

CONCEPT / STANDARD		Range of Writing
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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STRAND **AZ.6.SL. Speaking and Listening Standards**

CONCEPT / STANDARD		Comprehension and Collaboration
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
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OBJECTIVE / GRADE LEVEL EXPECTATION	6.SL.1.a.	Come to discussions prepared having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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OBJECTIVE / GRADE LEVEL EXPECTATION	6.SL.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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OBJECTIVE / GRADE LEVEL EXPECTATION	6.SL.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
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STRAND **AZ.6.SL. Speaking and Listening Standards**

CONCEPT / STANDARD		Presentation of Knowledge and Ideas
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.SL.4.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.SL.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.)
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STRAND **AZ.6.L. Language Standards**

CONCEPT / STANDARD		Conventions of Standard English
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
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OBJECTIVE / GRADE LEVEL EXPECTATION	6.L.1.e.	Recognize variations from Standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
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STRAND **AZ.6.L. Language Standards**

CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.L.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.

OBJECTIVE / GRADE LEVEL EXPECTATION	6.L.4.b.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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OBJECTIVE / GRADE LEVEL EXPECTATION	6.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase.
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STRAND **AZ.6.L. Language Standards**

CONCEPT / STANDARD		Vocabulary Acquisition and Use
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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UNIT 2: WRITING FROM NOTES Week 2 Page 17-26

**Arizona's College and Career Ready Standards
Language Arts
Grade 6 - Adopted: 2016**

STRAND **AZ.6.RI. Reading Standards for Informational Text**

CONCEPT / STANDARD		Key Ideas and Details
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.RI.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.RI.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgements.
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.RI.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and developed in a text (e.g., through examples or anecdotes).
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STRAND **AZ.6.RI. Reading Standards for Informational Text**

CONCEPT / STANDARD		Craft and Structure
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.RI.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.
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STRAND AZ.6.RI. Reading Standards for Informational Text

CONCEPT / STANDARD		Integration of Knowledge and Ideas
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.RI.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
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STRAND AZ.6.RI. Reading Standards for Informational Text

CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.RI.10.	By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade 6.
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STRAND AZ.6.W. Writing Standards

CONCEPT / STANDARD		Text Types and Purposes
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.2.a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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STRAND AZ.6.W. Writing Standards

CONCEPT / STANDARD		Production and Distribution of Writing
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.W.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.)
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.W.6.	Use technology, including the internet, to type and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to complete a writing task in a single sitting.
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STRAND **AZ.6.W. Writing Standards**

CONCEPT / STANDARD		Research to Build and Present Knowledge
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.W.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
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STRAND **AZ.6.W. Writing Standards**

CONCEPT / STANDARD		Research to Build and Present Knowledge
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.9.b.	Apply grade 6 Reading standards to informational text and nonfiction.
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STRAND **AZ.6.W. Writing Standards**

CONCEPT / STANDARD		Range of Writing
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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STRAND **AZ.6.SL. Speaking and Listening Standards**

CONCEPT / STANDARD		Comprehension and Collaboration
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
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OBJECTIVE / GRADE LEVEL EXPECTATION	6.SL.1.a.	Come to discussions prepared having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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OBJECTIVE / GRADE LEVEL EXPECTATION	6.SL.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.SL.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.

STRAND **AZ.6.SL. Speaking and Listening Standards**

CONCEPT / STANDARD	Presentation of Knowledge and Ideas	
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.SL.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.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.SL.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.)

STRAND **AZ.6.L. Language Standards**

CONCEPT / STANDARD	Conventions of Standard English	
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.L.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
OBJECTIVE / GRADE LEVEL EXPECTATION	6.L.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.

STRAND **AZ.6.L. Language Standards**

CONCEPT / STANDARD	Conventions of Standard English	
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.L.2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.L.2.b.	Use correct spelling.

STRAND **AZ.6.L. Language Standards**

CONCEPT / STANDARD	Vocabulary Acquisition and Use	
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
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OBJECTIVE / GRADE LEVEL EXPECTATION	6.L.4.b.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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OBJECTIVE / GRADE LEVEL EXPECTATION	6.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase.
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STRAND AZ.6.L. Language Standards

CONCEPT / STANDARD		Vocabulary Acquisition and Use
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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UNIT 2: WRITING FROM NOTES Week 3 Page 27-36

**Arizona's College and Career Ready Standards
Language Arts
Grade 6 - Adopted: 2016**

STRAND AZ.6.RI. Reading Standards for Informational Text

CONCEPT / STANDARD		Key Ideas and Details
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.RI.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.RI.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgements.
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.RI.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and developed in a text (e.g., through examples or anecdotes).
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STRAND AZ.6.RI. Reading Standards for Informational Text

CONCEPT / STANDARD		Craft and Structure
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.RI.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.
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STRAND **AZ.6.RI. Reading Standards for Informational Text**

CONCEPT / STANDARD		Integration of Knowledge and Ideas
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.RI.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
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STRAND **AZ.6.RI. Reading Standards for Informational Text**

CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.RI.10.	By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade 6.
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STRAND **AZ.6.W. Writing Standards**

CONCEPT / STANDARD		Text Types and Purposes
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.2.a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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STRAND **AZ.6.W. Writing Standards**

CONCEPT / STANDARD		Production and Distribution of Writing
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.W.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.)
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.W.6.	Use technology, including the internet, to type and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to complete a writing task in a single sitting.
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STRAND **AZ.6.W. Writing Standards**

CONCEPT / STANDARD		Research to Build and Present Knowledge
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.W.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
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STRAND **AZ.6.W. Writing Standards**

CONCEPT / STANDARD		Research to Build and Present Knowledge
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.9.b.	Apply grade 6 Reading standards to informational text and nonfiction.
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STRAND **AZ.6.W. Writing Standards**

CONCEPT / STANDARD		Range of Writing
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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STRAND **AZ.6.SL. Speaking and Listening Standards**

CONCEPT / STANDARD		Comprehension and Collaboration
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
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OBJECTIVE / GRADE LEVEL EXPECTATION	6.SL.1.a.	Come to discussions prepared having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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OBJECTIVE / GRADE LEVEL EXPECTATION	6.SL.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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OBJECTIVE / GRADE LEVEL EXPECTATION	6.SL.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
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STRAND **AZ.6.SL. Speaking and Listening Standards**

CONCEPT / STANDARD		Presentation of Knowledge and Ideas
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.SL.4.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.SL.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.)
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STRAND **AZ.6.L. Language Standards**

CONCEPT / STANDARD		Conventions of Standard English
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
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OBJECTIVE / GRADE LEVEL EXPECTATION	6.L.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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OBJECTIVE / GRADE LEVEL EXPECTATION	6.L.1.e.	Recognize variations from Standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
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STRAND **AZ.6.L. Language Standards**

CONCEPT / STANDARD		Conventions of Standard English
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.L.2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
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OBJECTIVE / GRADE LEVEL EXPECTATION	6.L.2.b.	Use correct spelling.
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STRAND **AZ.6.L. Language Standards**

CONCEPT / STANDARD		Vocabulary Acquisition and Use
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
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OBJECTIVE / GRADE LEVEL EXPECTATION	6.L.4.b.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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OBJECTIVE / GRADE LEVEL EXPECTATION	6.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase.
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STRAND **AZ.6.L. Language Standards**

CONCEPT / STANDARD		Vocabulary Acquisition and Use
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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UNIT 3: RETELLING NARRATIVE STORIES Week 4 Page 37-44

**Arizona's College and Career Ready Standards
Language Arts
Grade 6 - Adopted: 2016**

STRAND **AZ.6.RL. Reading Standards for Literature**

CONCEPT / STANDARD		Key Ideas and Details
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.RL.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.RL.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.RL.3.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
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STRAND **AZ.6.RL. Reading Standards for Literature**

CONCEPT / STANDARD		Craft and Structure
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.RL.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.
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.RL.5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.RL.6.	Explain how an author develops the point of view of the narrator or speaker in a text.
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STRAND **AZ.6.RL. Reading Standards for Literature**

CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.RL.10.	By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 6.
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STRAND **AZ.6.W. Writing Standards**

CONCEPT / STANDARD		Text Types and Purposes
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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STRAND **AZ.6.W. Writing Standards**

CONCEPT / STANDARD		Text Types and Purposes
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
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OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.3.a.	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
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OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
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OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
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OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.3.e.	Provide a conclusion that follows from the narrated experiences or events.
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STRAND **AZ.6.W. Writing Standards**

CONCEPT / STANDARD		Production and Distribution of Writing
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.W.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.)
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.W.6.	Use technology, including the internet, to type and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to complete a writing task in a single sitting.
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STRAND **AZ.6.W. Writing Standards**

CONCEPT / STANDARD		Research to Build and Present Knowledge
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.W.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
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STRAND **AZ.6.W. Writing Standards**

CONCEPT / STANDARD		Research to Build and Present Knowledge
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.9.a.	Apply grade 6 Reading standards to literature.
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STRAND **AZ.6.W. Writing Standards**

CONCEPT / STANDARD		Range of Writing
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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STRAND **AZ.6.SL. Speaking and Listening Standards**

CONCEPT / STANDARD		Comprehension and Collaboration
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
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OBJECTIVE / GRADE LEVEL EXPECTATION	6.SL.1.a.	Come to discussions prepared having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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OBJECTIVE / GRADE LEVEL EXPECTATION	6.SL.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.SL.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.

STRAND **AZ.6.SL. Speaking and Listening Standards**

CONCEPT / STANDARD		Presentation of Knowledge and Ideas
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.SL.4.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.SL.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.)
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STRAND **AZ.6.L. Language Standards**

CONCEPT / STANDARD		Conventions of Standard English
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
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OBJECTIVE / GRADE LEVEL EXPECTATION	6.L.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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OBJECTIVE / GRADE LEVEL EXPECTATION	6.L.1.e.	Recognize variations from Standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
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STRAND **AZ.6.L. Language Standards**

CONCEPT / STANDARD		Conventions of Standard English
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.L.2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
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OBJECTIVE / GRADE LEVEL EXPECTATION	6.L.2.b.	Use correct spelling.
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STRAND **AZ.6.L. Language Standards**

CONCEPT / STANDARD		Vocabulary Acquisition and Use
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
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OBJECTIVE / GRADE LEVEL EXPECTATION	6.L.4.b.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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OBJECTIVE / GRADE LEVEL EXPECTATION	6.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase.
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STRAND AZ.6.L. Language Standards

CONCEPT / STANDARD		Vocabulary Acquisition and Use
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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UNIT 3: RETELLING NARRATIVE STORIES Week 5 Page 45-52

**Arizona's College and Career Ready Standards
Language Arts
Grade 6 - Adopted: 2016**

STRAND AZ.6.RL. Reading Standards for Literature

CONCEPT / STANDARD		Key Ideas and Details
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.RL.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.RL.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.RL.3.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
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STRAND AZ.6.RL. Reading Standards for Literature

CONCEPT / STANDARD		Craft and Structure
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.RL.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.
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.RL.5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.RL.6.	Explain how an author develops the point of view of the narrator or speaker in a text.
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STRAND **AZ.6.RL. Reading Standards for Literature**

CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.RL.10.	By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 6.
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STRAND **AZ.6.W. Writing Standards**

CONCEPT / STANDARD		Text Types and Purposes
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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STRAND **AZ.6.W. Writing Standards**

CONCEPT / STANDARD		Text Types and Purposes
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
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OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.3.a.	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
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OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
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OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
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OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.3.e.	Provide a conclusion that follows from the narrated experiences or events.
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STRAND **AZ.6.W. Writing Standards**

CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.W.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.)
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.W.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 OBJECTIVE / PROFICIENCY LEVEL	6.W.6.	Use technology, including the internet, to type and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to complete a writing task in a single sitting.

STRAND **AZ.6.W. Writing Standards**

CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.W.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.

STRAND **AZ.6.W. Writing Standards**

CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

OBJECTIVE / GRADE LEVEL EXPECTATION 6.W.9.a. Apply grade 6 Reading standards to literature.

STRAND **AZ.6.W. Writing Standards**

CONCEPT / STANDARD		Range of Writing
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.W.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.

STRAND **AZ.6.SL. Speaking and Listening Standards**

CONCEPT / STANDARD		Comprehension and Collaboration
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
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OBJECTIVE / GRADE LEVEL EXPECTATION	6.SL.1.a.	Come to discussions prepared having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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OBJECTIVE / GRADE LEVEL EXPECTATION	6.SL.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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OBJECTIVE / GRADE LEVEL EXPECTATION	6.SL.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
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STRAND AZ.6.SL. Speaking and Listening Standards

CONCEPT / STANDARD		Presentation of Knowledge and Ideas
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.SL.4.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.SL.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.)
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STRAND AZ.6.L. Language Standards

CONCEPT / STANDARD		Conventions of Standard English
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
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OBJECTIVE / GRADE LEVEL EXPECTATION	6.L.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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OBJECTIVE / GRADE LEVEL EXPECTATION	6.L.1.e.	Recognize variations from Standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
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STRAND AZ.6.L. Language Standards

CONCEPT / STANDARD		Conventions of Standard English
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.L.2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
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OBJECTIVE / GRADE LEVEL EXPECTATION	6.L.2.b.	Use correct spelling.
STRAND	AZ.6.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.L.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.

OBJECTIVE / GRADE LEVEL EXPECTATION	6.L.4.b.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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OBJECTIVE / GRADE LEVEL EXPECTATION	6.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase.
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STRAND	AZ.6.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

**Arizona's College and Career Ready Standards
Language Arts
Grade 6 - Adopted: 2016**

STRAND	AZ.6.RL.	Reading Standards for Literature
CONCEPT / STANDARD		Key Ideas and Details
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.RL.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.RL.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.RL.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.

STRAND	AZ.6.RL.	Reading Standards for Literature
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CONCEPT / STANDARD		Craft and Structure
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.RL.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 OBJECTIVE / PROFICIENCY LEVEL	6.RL.5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.RL.6.	Explain how an author develops the point of view of the narrator or speaker in a text.
STRAND	AZ.6.RL.	Reading Standards for Literature

CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.RL.10.	By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 6.
STRAND	AZ.6.W.	Writing Standards

CONCEPT / STANDARD		Text Types and Purposes
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
STRAND	AZ.6.W.	Writing Standards

CONCEPT / STANDARD		Text Types and Purposes
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
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OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.3.e.	Provide a conclusion that follows from the narrated experiences or events.
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STRAND **AZ.6.W. Writing Standards**

CONCEPT / STANDARD		Production and Distribution of Writing
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.W.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.)
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.W.6.	Use technology, including the internet, to type and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to complete a writing task in a single sitting.
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STRAND **AZ.6.W. Writing Standards**

CONCEPT / STANDARD		Research to Build and Present Knowledge
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.W.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
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STRAND **AZ.6.W. Writing Standards**

CONCEPT / STANDARD		Research to Build and Present Knowledge
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.9.a.	Apply grade 6 Reading standards to literature.
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STRAND **AZ.6.W. Writing Standards**

CONCEPT / STANDARD		Range of Writing
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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STRAND **AZ.6.SL. Speaking and Listening Standards**

CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.SL.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.

OBJECTIVE / GRADE LEVEL EXPECTATION	6.SL.1.a.	Come to discussions prepared having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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OBJECTIVE / GRADE LEVEL EXPECTATION	6.SL.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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OBJECTIVE / GRADE LEVEL EXPECTATION	6.SL.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
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STRAND **AZ.6.SL. Speaking and Listening Standards**

CONCEPT / STANDARD		Presentation of Knowledge and Ideas
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.SL.4.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.SL.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.)
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STRAND **AZ.6.L. Language Standards**

CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

OBJECTIVE / GRADE LEVEL EXPECTATION	6.L.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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OBJECTIVE / GRADE LEVEL EXPECTATION	6.L.1.e.	Recognize variations from Standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
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STRAND **AZ.6.L. Language Standards**

CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.L.2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

OBJECTIVE / GRADE LEVEL EXPECTATION 6.L.2.b. Use correct spelling.

STRAND **AZ.6.L. Language Standards**

CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.L.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.

OBJECTIVE / GRADE LEVEL EXPECTATION 6.L.4.b. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

OBJECTIVE / GRADE LEVEL EXPECTATION 6.L.4.d. Verify the preliminary determination of the meaning of a word or phrase.

STRAND **AZ.6.L. Language Standards**

CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STRAND **AZ.6.RI. Reading Standards for Informational Text**

CONCEPT / STANDARD		Key Ideas and Details
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.RI.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL 6.RI.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgements.

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.RI.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and developed in a text (e.g., through examples or anecdotes).
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STRAND **AZ.6.RI. Reading Standards for Informational Text**

CONCEPT / STANDARD		Craft and Structure
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.RI.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.
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STRAND **AZ.6.RI. Reading Standards for Informational Text**

CONCEPT / STANDARD		Integration of Knowledge and Ideas
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.RI.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
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STRAND **AZ.6.RI. Reading Standards for Informational Text**

CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.RI.10.	By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade 6.
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STRAND **AZ.6.W. Writing Standards**

CONCEPT / STANDARD		Text Types and Purposes
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.2.a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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OBJECTIVE / GRADE LEVEL EXPECTATION 6.W.2.d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

STRAND AZ.6.W. Writing Standards

CONCEPT / STANDARD Production and Distribution of Writing

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL 6.W.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.)

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL 6.W.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 OBJECTIVE / PROFICIENCY LEVEL 6.W.6. Use technology, including the internet, to type and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to complete a writing task in a single sitting.

STRAND AZ.6.W. Writing Standards

CONCEPT / STANDARD Research to Build and Present Knowledge

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL 6.W.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL 6.W.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.

STRAND AZ.6.W. Writing Standards

CONCEPT / STANDARD Research to Build and Present Knowledge

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL 6.W.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

OBJECTIVE / GRADE LEVEL EXPECTATION 6.W.9.b. Apply grade 6 Reading standards to informational text and nonfiction.

STRAND AZ.6.W. Writing Standards

CONCEPT / STANDARD Range of Writing

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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STRAND **AZ.6.SL. Speaking and Listening Standards**

CONCEPT / STANDARD		Comprehension and Collaboration
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
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OBJECTIVE / GRADE LEVEL EXPECTATION	6.SL.1.a.	Come to discussions prepared having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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OBJECTIVE / GRADE LEVEL EXPECTATION	6.SL.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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OBJECTIVE / GRADE LEVEL EXPECTATION	6.SL.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
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STRAND **AZ.6.L. Language Standards**

CONCEPT / STANDARD		Conventions of Standard English
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
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OBJECTIVE / GRADE LEVEL EXPECTATION	6.L.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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OBJECTIVE / GRADE LEVEL EXPECTATION	6.L.1.e.	Recognize variations from Standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
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STRAND **AZ.6.L. Language Standards**

CONCEPT / STANDARD		Conventions of Standard English
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.L.2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
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OBJECTIVE / GRADE LEVEL EXPECTATION	6.L.2.b.	Use correct spelling.
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STRAND **AZ.6.L. Language Standards**

CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.L.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.

OBJECTIVE / GRADE LEVEL EXPECTATION 6.L.4.b. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

OBJECTIVE / GRADE LEVEL EXPECTATION 6.L.4.d. Verify the preliminary determination of the meaning of a word or phrase.

STRAND AZ.6.L. Language Standards

CONCEPT / STANDARD		Vocabulary Acquisition and Use
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL 6.L.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

**Arizona's College and Career Ready Standards
Language Arts
Grade 6 - Adopted: 2016**

STRAND AZ.6.RI. Reading Standards for Informational Text

CONCEPT / STANDARD		Key Ideas and Details
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL 6.RI.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL 6.RI.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgements.

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL 6.RI.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and developed in a text (e.g., through examples or anecdotes).

STRAND AZ.6.RI. Reading Standards for Informational Text

CONCEPT / STANDARD		Craft and Structure
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL 6.RI.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.RI.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.
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STRAND **AZ.6.RI. Reading Standards for Informational Text**

CONCEPT / STANDARD		Integration of Knowledge and Ideas
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.RI.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
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STRAND **AZ.6.RI. Reading Standards for Informational Text**

CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.RI.10.	By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade 6.
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STRAND **AZ.6.W. Writing Standards**

CONCEPT / STANDARD		Text Types and Purposes
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.2.a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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STRAND **AZ.6.W. Writing Standards**

CONCEPT / STANDARD		Production and Distribution of Writing
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.W.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.)
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.W.6.	Use technology, including the internet, to type and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to complete a writing task in a single sitting.
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STRAND **AZ.6.W. Writing Standards**

CONCEPT / STANDARD		Research to Build and Present Knowledge
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.W.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.W.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
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STRAND **AZ.6.W. Writing Standards**

CONCEPT / STANDARD		Research to Build and Present Knowledge
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.9.b.	Apply grade 6 Reading standards to informational text and nonfiction.
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STRAND **AZ.6.W. Writing Standards**

CONCEPT / STANDARD		Range of Writing
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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STRAND **AZ.6.SL. Speaking and Listening Standards**

CONCEPT / STANDARD		Comprehension and Collaboration
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
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OBJECTIVE / GRADE LEVEL EXPECTATION	6.SL.1.a.	Come to discussions prepared having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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OBJECTIVE / GRADE LEVEL EXPECTATION	6.SL.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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OBJECTIVE / GRADE LEVEL EXPECTATION	6.SL.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
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STRAND **AZ.6.L. Language Standards**

CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

OBJECTIVE / GRADE LEVEL EXPECTATION	6.L.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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OBJECTIVE / GRADE LEVEL EXPECTATION	6.L.1.e.	Recognize variations from Standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
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STRAND **AZ.6.L. Language Standards**

CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.L.2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

OBJECTIVE / GRADE LEVEL EXPECTATION	6.L.2.b.	Use correct spelling.
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STRAND **AZ.6.L. Language Standards**

CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.L.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.

OBJECTIVE / GRADE LEVEL EXPECTATION	6.L.4.b.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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OBJECTIVE / GRADE LEVEL EXPECTATION	6.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase.
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STRAND **AZ.6.L. Language Standards**

CONCEPT / STANDARD		Vocabulary Acquisition and Use
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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UNIT 4: SUMMARIZING A REFERENCE Week 9 Page 81-88

Arizona's College and Career Ready Standards
Language Arts
Grade 6 - Adopted: 2016

STRAND **AZ.6.RI. Reading Standards for Informational Text**

CONCEPT / STANDARD		Key Ideas and Details
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.RI.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.RI.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgements.
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.RI.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and developed in a text (e.g., through examples or anecdotes).
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STRAND **AZ.6.RI. Reading Standards for Informational Text**

CONCEPT / STANDARD		Craft and Structure
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.RI.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.
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STRAND **AZ.6.RI. Reading Standards for Informational Text**

CONCEPT / STANDARD		Integration of Knowledge and Ideas
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.RI.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
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STRAND **AZ.6.RI. Reading Standards for Informational Text**

CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.RI.10.	By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade 6.
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STRAND **AZ.6.W. Writing Standards**

CONCEPT / STANDARD		Text Types and Purposes
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.2.a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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STRAND **AZ.6.W. Writing Standards**

CONCEPT / STANDARD		Production and Distribution of Writing
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.W.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.)
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.W.6.	Use technology, including the internet, to type and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to complete a writing task in a single sitting.
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STRAND **AZ.6.W. Writing Standards**

CONCEPT / STANDARD		Research to Build and Present Knowledge
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.W.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.W.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
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STRAND **AZ.6.W. Writing Standards**

CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.9.b.	Apply grade 6 Reading standards to informational text and nonfiction.
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STRAND **AZ.6.W. Writing Standards**

CONCEPT / STANDARD		Range of Writing
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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STRAND **AZ.6.SL. Speaking and Listening Standards**

CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.SL.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.

OBJECTIVE / GRADE LEVEL EXPECTATION	6.SL.1.a.	Come to discussions prepared having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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OBJECTIVE / GRADE LEVEL EXPECTATION	6.SL.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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OBJECTIVE / GRADE LEVEL EXPECTATION	6.SL.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
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STRAND **AZ.6.L. Language Standards**

CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

OBJECTIVE / GRADE LEVEL EXPECTATION	6.L.1.c.	Recognize and correct inappropriate shifts in pronoun number and person.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.L.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
OBJECTIVE / GRADE LEVEL EXPECTATION	6.L.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.

STRAND **AZ.6.L. Language Standards**

CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.L.2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

OBJECTIVE /
GRADE LEVEL
EXPECTATION

6.L.2.b. Use correct spelling.

STRAND **AZ.6.L. Language Standards**

CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.L.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.

OBJECTIVE /
GRADE LEVEL
EXPECTATION

6.L.4.b. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

OBJECTIVE /
GRADE LEVEL
EXPECTATION

6.L.4.d. Verify the preliminary determination of the meaning of a word or phrase.

STRAND **AZ.6.L. Language Standards**

CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STRAND **AZ.6.RI. Reading Standards for Informational Text**

CONCEPT / STANDARD		Key Ideas and Details
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.RI.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.RI.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgements.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.RI.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and developed in a text (e.g., through examples or anecdotes).
STRAND	AZ.6.RI.	Reading Standards for Informational Text

CONCEPT / STANDARD		Craft and Structure
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
STRAND	AZ.6.RI.	Reading Standards for Informational Text

CONCEPT / STANDARD		Integration of Knowledge and Ideas
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.RI.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
STRAND	AZ.6.RI.	Reading Standards for Informational Text

CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.RI.10.	By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade 6.
STRAND	AZ.6.W.	Writing Standards

CONCEPT / STANDARD		Text Types and Purposes
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.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.

OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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STRAND **AZ.6.W. Writing Standards**

CONCEPT / STANDARD		Production and Distribution of Writing
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.W.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.)
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.W.6.	Use technology, including the internet, to type and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to complete a writing task in a single sitting.
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STRAND **AZ.6.W. Writing Standards**

CONCEPT / STANDARD		Research to Build and Present Knowledge
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.W.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
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STRAND **AZ.6.W. Writing Standards**

CONCEPT / STANDARD		Research to Build and Present Knowledge
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.9.b.	Apply grade 6 Reading standards to informational text and nonfiction.
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STRAND **AZ.6.W. Writing Standards**

CONCEPT / STANDARD		Range of Writing
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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STRAND **AZ.6.L. Language Standards**

CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

OBJECTIVE / GRADE LEVEL EXPECTATION	6.L.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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OBJECTIVE / GRADE LEVEL EXPECTATION	6.L.1.e.	Recognize variations from Standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
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STRAND **AZ.6.L. Language Standards**

CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.L.2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

OBJECTIVE / GRADE LEVEL EXPECTATION	6.L.2.b.	Use correct spelling.
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STRAND **AZ.6.L. Language Standards**

CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.L.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.

OBJECTIVE / GRADE LEVEL EXPECTATION	6.L.4.b.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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OBJECTIVE / GRADE LEVEL EXPECTATION	6.L.4.c.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
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OBJECTIVE / GRADE LEVEL EXPECTATION	6.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase.
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STRAND **AZ.6.L. Language Standards**

CONCEPT / STANDARD		Vocabulary Acquisition and Use
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Arizona's College and Career Ready Standards
Language Arts
Grade 6 - Adopted: 2016

STRAND **AZ.6.RI. Reading Standards for Informational Text**

CONCEPT / STANDARD		Key Ideas and Details
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.RI.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.RI.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.RI.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and developed in a text (e.g., through examples or anecdotes).
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STRAND **AZ.6.RI. Reading Standards for Informational Text**

CONCEPT / STANDARD		Craft and Structure
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
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STRAND **AZ.6.RI. Reading Standards for Informational Text**

CONCEPT / STANDARD		Integration of Knowledge and Ideas
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.RI.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
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STRAND **AZ.6.RI. Reading Standards for Informational Text**

CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.RI.10.	By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade 6.
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STRAND **AZ.6.W. Writing Standards**

CONCEPT / STANDARD		Text Types and Purposes
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.2.a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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STRAND **AZ.6.W. Writing Standards**

CONCEPT / STANDARD		Production and Distribution of Writing
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.W.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.)
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.W.6.	Use technology, including the internet, to type and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to complete a writing task in a single sitting.
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STRAND **AZ.6.W. Writing Standards**

CONCEPT / STANDARD		Research to Build and Present Knowledge
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.W.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
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STRAND **AZ.6.W. Writing Standards**

CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

OBJECTIVE / GRADE LEVEL EXPECTATION
 6.W.9.b. Apply grade 6 Reading standards to informational text and nonfiction.

STRAND AZ.6.W. Writing Standards

CONCEPT / STANDARD		Range of Writing
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL
 6.W.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.

STRAND AZ.6.L. Language Standards

CONCEPT / STANDARD		Conventions of Standard English
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL
 6.L.1. **Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.**

OBJECTIVE / GRADE LEVEL EXPECTATION
 6.L.1.d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

OBJECTIVE / GRADE LEVEL EXPECTATION
 6.L.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.

STRAND AZ.6.L. Language Standards

CONCEPT / STANDARD		Conventions of Standard English
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL
 6.L.2. **Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.**

OBJECTIVE / GRADE LEVEL EXPECTATION
 6.L.2.b. Use correct spelling.

STRAND AZ.6.L. Language Standards

CONCEPT / STANDARD		Vocabulary Acquisition and Use
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL
 6.L.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.**

OBJECTIVE / GRADE LEVEL EXPECTATION	6.L.4.b.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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OBJECTIVE / GRADE LEVEL EXPECTATION	6.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase.
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STRAND **AZ.6.L. Language Standards**

CONCEPT / STANDARD		Vocabulary Acquisition and Use
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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**Arizona's College and Career Ready Standards
Language Arts
Grade 6 - Adopted: 2016**

STRAND **AZ.6.RL. Reading Standards for Literature**

CONCEPT / STANDARD		Key Ideas and Details
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.RL.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.RL.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.RL.3.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
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STRAND **AZ.6.RL. Reading Standards for Literature**

CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.RL.10.	By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 6.
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STRAND **AZ.6.W. Writing Standards**

CONCEPT / STANDARD		Text Types and Purposes
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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OBJECTIVE /
GRADE LEVEL
EXPECTATION

6.W.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.

STRAND AZ.6.W. Writing Standards

CONCEPT / STANDARD		Text Types and Purposes
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

OBJECTIVE /
GRADE LEVEL
EXPECTATION

6.W.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.

OBJECTIVE /
GRADE LEVEL
EXPECTATION

6.W.3.b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

OBJECTIVE /
GRADE LEVEL
EXPECTATION

6.W.3.d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

STRAND AZ.6.W. Writing Standards

CONCEPT / STANDARD		Production and Distribution of Writing
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL

6.W.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.)

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL

6.W.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 OBJECTIVE / PROFICIENCY LEVEL

6.W.6. Use technology, including the internet, to type and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to complete a writing task in a single sitting.

STRAND AZ.6.W. Writing Standards

CONCEPT / STANDARD		Range of Writing
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL

6.W.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.

STRAND **AZ.6.L. Language Standards**

CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.L.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
OBJECTIVE / GRADE LEVEL EXPECTATION	6.L.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.

STRAND **AZ.6.L. Language Standards**

CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.L.2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.L.2.b.	Use correct spelling.

STRAND **AZ.6.L. Language Standards**

CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.L.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.L.4.b.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase.

STRAND **AZ.6.L. Language Standards**

CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Language Arts

Grade 6 - Adopted: 2016

STRAND **AZ.6.RI. Reading Standards for Informational Text**

CONCEPT / STANDARD		Key Ideas and Details
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.RI.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.RI.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgements.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.RI.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and developed in a text (e.g., through examples or anecdotes).

STRAND **AZ.6.RI. Reading Standards for Informational Text**

CONCEPT / STANDARD		Craft and Structure
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.RI.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.

STRAND **AZ.6.RI. Reading Standards for Informational Text**

CONCEPT / STANDARD		Integration of Knowledge and Ideas
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.RI.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.RI.9.	Compare and contrast one author's presentation of events with that of another author.

STRAND **AZ.6.RI. Reading Standards for Informational Text**

CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.RI.10.	By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade 6.
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STRAND **AZ.6.W. Writing Standards**

CONCEPT / STANDARD		Text Types and Purposes
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.2.a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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STRAND **AZ.6.W. Writing Standards**

CONCEPT / STANDARD		Production and Distribution of Writing
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.W.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.)
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.W.6.	Use technology, including the internet, to type and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to complete a writing task in a single sitting.
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STRAND **AZ.6.W. Writing Standards**

CONCEPT / STANDARD		Research to Build and Present Knowledge
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.W.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.W.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
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STRAND **AZ.6.W. Writing Standards**

CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.9.b.	Apply grade 6 Reading standards to informational text and nonfiction.
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STRAND **AZ.6.W. Writing Standards**

CONCEPT / STANDARD		Range of Writing
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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STRAND **AZ.6.SL. Speaking and Listening Standards**

CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.SL.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.

OBJECTIVE / GRADE LEVEL EXPECTATION	6.SL.1.a.	Come to discussions prepared having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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OBJECTIVE / GRADE LEVEL EXPECTATION	6.SL.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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OBJECTIVE / GRADE LEVEL EXPECTATION	6.SL.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
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STRAND **AZ.6.L. Language Standards**

CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

OBJECTIVE / GRADE LEVEL EXPECTATION	6.L.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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OBJECTIVE / GRADE LEVEL EXPECTATION	6.L.1.e.	Recognize variations from Standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
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STRAND **AZ.6.L. Language Standards**

CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.L.2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

OBJECTIVE / GRADE LEVEL EXPECTATION	6.L.2.b.	Use correct spelling.
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STRAND **AZ.6.L. Language Standards**

CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.L.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.

OBJECTIVE / GRADE LEVEL EXPECTATION	6.L.4.b.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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OBJECTIVE / GRADE LEVEL EXPECTATION	6.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase.
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STRAND **AZ.6.L. Language Standards**

CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STRAND **AZ.6.RI. Reading Standards for Informational Text**

CONCEPT / STANDARD		Key Ideas and Details
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.RI.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.RI.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgements.
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.RI.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and developed in a text (e.g., through examples or anecdotes).
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STRAND **AZ.6.RI. Reading Standards for Informational Text**

CONCEPT / STANDARD		Craft and Structure
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.RI.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.
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STRAND **AZ.6.RI. Reading Standards for Informational Text**

CONCEPT / STANDARD		Integration of Knowledge and Ideas
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.RI.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.RI.9.	Compare and contrast one author's presentation of events with that of another author.
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STRAND **AZ.6.RI. Reading Standards for Informational Text**

CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.RI.10.	By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade 6.
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STRAND **AZ.6.W. Writing Standards**

CONCEPT / STANDARD		Text Types and Purposes
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.2.a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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STRAND **AZ.6.W. Writing Standards**

CONCEPT / STANDARD		Production and Distribution of Writing
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.W.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.)
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.W.6.	Use technology, including the internet, to type and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to complete a writing task in a single sitting.
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STRAND **AZ.6.W. Writing Standards**

CONCEPT / STANDARD		Research to Build and Present Knowledge
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.W.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.W.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
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STRAND **AZ.6.W. Writing Standards**

CONCEPT / STANDARD		Research to Build and Present Knowledge
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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OBJECTIVE /
GRADE LEVEL
EXPECTATION

6.W.9.b. Apply grade 6 Reading standards to informational text and nonfiction.

STRAND AZ.6.W. Writing Standards

CONCEPT / STANDARD		Range of Writing
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL

6.W.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.

STRAND AZ.6.SL. Speaking and Listening Standards

CONCEPT / STANDARD		Comprehension and Collaboration
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL

6.SL.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.

OBJECTIVE /
GRADE LEVEL
EXPECTATION

6.SL.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.

OBJECTIVE /
GRADE LEVEL
EXPECTATION

6.SL.1.b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

OBJECTIVE /
GRADE LEVEL
EXPECTATION

6.SL.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.

STRAND AZ.6.L. Language Standards

CONCEPT / STANDARD		Conventions of Standard English
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL

6.L.1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

OBJECTIVE /
GRADE LEVEL
EXPECTATION

6.L.1.d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

OBJECTIVE /
GRADE LEVEL
EXPECTATION

6.L.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.

STRAND AZ.6.L. Language Standards

CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.L.2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

OBJECTIVE / GRADE LEVEL EXPECTATION
6.L.2.b. Use correct spelling.

STRAND AZ.6.L. Language Standards

CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.L.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.

OBJECTIVE / GRADE LEVEL EXPECTATION
6.L.4.b. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

OBJECTIVE / GRADE LEVEL EXPECTATION
6.L.4.d. Verify the preliminary determination of the meaning of a word or phrase.

STRAND AZ.6.L. Language Standards

CONCEPT / STANDARD		Vocabulary Acquisition and Use
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL
6.L.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

Arizona's College and Career Ready Standards
Language Arts
Grade 6 - Adopted: 2016

STRAND AZ.6.RI. Reading Standards for Informational Text

CONCEPT / STANDARD		Key Ideas and Details
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL
6.RI.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL
6.RI.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgements.

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.RI.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and developed in a text (e.g., through examples or anecdotes).
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STRAND **AZ.6.RI. Reading Standards for Informational Text**

CONCEPT / STANDARD		Craft and Structure
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.RI.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.
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STRAND **AZ.6.RI. Reading Standards for Informational Text**

CONCEPT / STANDARD		Integration of Knowledge and Ideas
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.RI.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.RI.9.	Compare and contrast one author's presentation of events with that of another author.
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STRAND **AZ.6.RI. Reading Standards for Informational Text**

CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.RI.10.	By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade 6.
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STRAND **AZ.6.W. Writing Standards**

CONCEPT / STANDARD		Text Types and Purposes
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.2.a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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STRAND **AZ.6.W. Writing Standards**

CONCEPT / STANDARD		Production and Distribution of Writing
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.W.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.)
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.W.6.	Use technology, including the internet, to type and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to complete a writing task in a single sitting.
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STRAND **AZ.6.W. Writing Standards**

CONCEPT / STANDARD		Research to Build and Present Knowledge
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.W.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.W.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
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STRAND **AZ.6.W. Writing Standards**

CONCEPT / STANDARD		Research to Build and Present Knowledge
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.9.b.	Apply grade 6 Reading standards to informational text and nonfiction.
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STRAND **AZ.6.W. Writing Standards**

CONCEPT / STANDARD		Range of Writing
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.W.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.

STRAND AZ.6.SL. Speaking and Listening Standards

CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.SL.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.SL.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.SL.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.SL.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.

STRAND AZ.6.L. Language Standards

CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.L.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
OBJECTIVE / GRADE LEVEL EXPECTATION	6.L.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.

STRAND AZ.6.L. Language Standards

CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.L.2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.L.2.b.	Use correct spelling.

STRAND **AZ.6.L. Language Standards**

CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.L.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.

OBJECTIVE / GRADE LEVEL EXPECTATION 6.L.4.b. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

OBJECTIVE / GRADE LEVEL EXPECTATION 6.L.4.d. Verify the preliminary determination of the meaning of a word or phrase.

STRAND **AZ.6.L. Language Standards**

CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

Arizona's College and Career Ready Standards
Language Arts
Grade 6 - Adopted: 2016

STRAND **AZ.6.RI. Reading Standards for Informational Text**

CONCEPT / STANDARD		Key Ideas and Details
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.RI.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.RI.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgements.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.RI.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and developed in a text (e.g., through examples or anecdotes).

STRAND **AZ.6.RI. Reading Standards for Informational Text**

CONCEPT / STANDARD		Craft and Structure
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.RI.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.
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STRAND **AZ.6.RI. Reading Standards for Informational Text**

CONCEPT / STANDARD		Integration of Knowledge and Ideas
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.RI.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.RI.9.	Compare and contrast one author's presentation of events with that of another author.
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STRAND **AZ.6.RI. Reading Standards for Informational Text**

CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.RI.10.	By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade 6.
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STRAND **AZ.6.W. Writing Standards**

CONCEPT / STANDARD		Text Types and Purposes
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.2.a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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STRAND **AZ.6.W. Writing Standards**

CONCEPT / STANDARD		Production and Distribution of Writing
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.W.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.)
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.W.6.	Use technology, including the internet, to type and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to complete a writing task in a single sitting.
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STRAND **AZ.6.W. Writing Standards**

CONCEPT / STANDARD		Research to Build and Present Knowledge
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.W.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.W.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
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STRAND **AZ.6.W. Writing Standards**

CONCEPT / STANDARD		Research to Build and Present Knowledge
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.9.b.	Apply grade 6 Reading standards to informational text and nonfiction.
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STRAND **AZ.6.W. Writing Standards**

CONCEPT / STANDARD		Range of Writing
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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STRAND **AZ.6.SL. Speaking and Listening Standards**

CONCEPT / STANDARD		Comprehension and Collaboration
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
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OBJECTIVE / GRADE LEVEL EXPECTATION	6.SL.1.a.	Come to discussions prepared having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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OBJECTIVE / GRADE LEVEL EXPECTATION	6.SL.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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OBJECTIVE / GRADE LEVEL EXPECTATION	6.SL.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
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STRAND AZ.6.L. Language Standards

CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

OBJECTIVE / GRADE LEVEL EXPECTATION	6.L.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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OBJECTIVE / GRADE LEVEL EXPECTATION	6.L.1.e.	Recognize variations from Standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
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STRAND AZ.6.L. Language Standards

CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.L.2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

OBJECTIVE / GRADE LEVEL EXPECTATION	6.L.2.b.	Use correct spelling.
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STRAND AZ.6.L. Language Standards

CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.L.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.

OBJECTIVE / GRADE LEVEL EXPECTATION	6.L.4.b.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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OBJECTIVE / GRADE LEVEL EXPECTATION	6.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase.
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STRAND **AZ.6.L. Language Standards**

CONCEPT / STANDARD		Vocabulary Acquisition and Use
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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**Arizona's College and Career Ready Standards
Language Arts
Grade 6 - Adopted: 2016**

STRAND **AZ.6.W. Writing Standards**

CONCEPT / STANDARD		Text Types and Purposes
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.2.a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.
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STRAND **AZ.6.W. Writing Standards**

CONCEPT / STANDARD		Production and Distribution of Writing
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.W.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.)
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.W.6.	Use technology, including the internet, to type and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to complete a writing task in a single sitting.
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STRAND **AZ.6.W. Writing Standards**

CONCEPT / STANDARD		Range of Writing
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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STRAND **AZ.6.SL. Speaking and Listening Standards**

CONCEPT / STANDARD		Comprehension and Collaboration
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
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OBJECTIVE / GRADE LEVEL EXPECTATION	6.SL.1.a.	Come to discussions prepared having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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OBJECTIVE / GRADE LEVEL EXPECTATION	6.SL.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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OBJECTIVE / GRADE LEVEL EXPECTATION	6.SL.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
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STRAND **AZ.6.L. Language Standards**

CONCEPT / STANDARD		Conventions of Standard English
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
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OBJECTIVE / GRADE LEVEL EXPECTATION	6.L.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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OBJECTIVE / GRADE LEVEL EXPECTATION	6.L.1.e.	Recognize variations from Standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
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STRAND **AZ.6.L. Language Standards**

CONCEPT / STANDARD		Conventions of Standard English
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.L.2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
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OBJECTIVE /
GRADE LEVEL
EXPECTATION

6.L.2.b. Use correct spelling.

STRAND AZ.6.L. Language Standards

CONCEPT / STANDARD		Vocabulary Acquisition and Use
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL

6.L.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

UNIT 7: INVENTIVE WRITING Week 18 Page 165-172

Arizona's College and Career Ready Standards
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STRAND AZ.6.W. Writing Standards

CONCEPT / STANDARD		Text Types and Purposes
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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OBJECTIVE /
GRADE LEVEL
EXPECTATION

6.W.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.

OBJECTIVE /
GRADE LEVEL
EXPECTATION

6.W.2.b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

OBJECTIVE /
GRADE LEVEL
EXPECTATION

6.W.2.d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

OBJECTIVE /
GRADE LEVEL
EXPECTATION

6.W.2.f. Provide a concluding statement or section that follows from the information or explanation presented.

STRAND AZ.6.W. Writing Standards

CONCEPT / STANDARD		Text Types and Purposes
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
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OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.3.e.	Provide a conclusion that follows from the narrated experiences or events.

STRAND **AZ.6.W. Writing Standards**

CONCEPT / STANDARD		Production and Distribution of Writing
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.W.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.)
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.W.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 OBJECTIVE / PROFICIENCY LEVEL	6.W.6.	Use technology, including the internet, to type and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to complete a writing task in a single sitting.

STRAND **AZ.6.W. Writing Standards**

CONCEPT / STANDARD		Range of Writing
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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STRAND **AZ.6.L. Language Standards**

CONCEPT / STANDARD		Conventions of Standard English
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
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OBJECTIVE / GRADE LEVEL EXPECTATION	6.L.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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OBJECTIVE / GRADE LEVEL EXPECTATION	6.L.1.e.	Recognize variations from Standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
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STRAND AZ.6.L. Language Standards

CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.L.2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

OBJECTIVE / GRADE LEVEL EXPECTATION	6.L.2.b.	Use correct spelling.
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STRAND AZ.6.L. Language Standards

CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**Arizona's College and Career Ready Standards
Language Arts
Grade 6 - Adopted: 2016**

STRAND AZ.6.W. Writing Standards

CONCEPT / STANDARD		Text Types and Purposes
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.2.a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.
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STRAND AZ.6.W. Writing Standards

CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.W.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.)
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.W.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 OBJECTIVE / PROFICIENCY LEVEL	6.W.6.	Use technology, including the internet, to type and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to complete a writing task in a single sitting.
STRAND	AZ.6.W.	Writing Standards

CONCEPT / STANDARD		Range of Writing
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.W.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.

STRAND **AZ.6.L.** **Language Standards**

CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.L.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
OBJECTIVE / GRADE LEVEL EXPECTATION	6.L.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.

STRAND **AZ.6.L.** **Language Standards**

CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.L.2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.L.2.b.	Use correct spelling.

STRAND **AZ.6.L.** **Language Standards**

CONCEPT / STANDARD		Vocabulary Acquisition and Use
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Arizona's College and Career Ready Standards
Language Arts
Grade 6 - Adopted: 2016

STRAND **AZ.6.RI. Reading Standards for Informational Text**

CONCEPT / STANDARD		Key Ideas and Details
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.RI.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.RI.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgements.
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.RI.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and developed in a text (e.g., through examples or anecdotes).
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STRAND **AZ.6.RI. Reading Standards for Informational Text**

CONCEPT / STANDARD		Craft and Structure
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.RI.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.
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STRAND **AZ.6.RI. Reading Standards for Informational Text**

CONCEPT / STANDARD		Integration of Knowledge and Ideas
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.RI.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.RI.9.	Compare and contrast one author's presentation of events with that of another author.
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STRAND **AZ.6.RI. Reading Standards for Informational Text**

CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.RI.10.	By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade 6.
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STRAND **AZ.6.W. Writing Standards**

CONCEPT / STANDARD		Text Types and Purposes
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.2.a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.2.e.	Establish and maintain a formal style.
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OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.
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STRAND **AZ.6.W. Writing Standards**

CONCEPT / STANDARD		Production and Distribution of Writing
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.W.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.)
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.W.6.	Use technology, including the internet, to type and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to complete a writing task in a single sitting.
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STRAND **AZ.6.W. Writing Standards**

CONCEPT / STANDARD		Research to Build and Present Knowledge
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.W.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.W.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
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STRAND **AZ.6.W. Writing Standards**

CONCEPT / STANDARD		Research to Build and Present Knowledge
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.9.b.	Apply grade 6 Reading standards to informational text and nonfiction.
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STRAND **AZ.6.W. Writing Standards**

CONCEPT / STANDARD		Range of Writing
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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STRAND **AZ.6.L. Language Standards**

CONCEPT / STANDARD		Conventions of Standard English
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
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OBJECTIVE / GRADE LEVEL EXPECTATION	6.L.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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OBJECTIVE / GRADE LEVEL EXPECTATION	6.L.1.e.	Recognize variations from Standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
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STRAND AZ.6.L. Language Standards

CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.L.2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.L.2.b.	Use correct spelling.

STRAND AZ.6.L. Language Standards

CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.L.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.L.4.b.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

OBJECTIVE / GRADE LEVEL EXPECTATION	6.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase.
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STRAND AZ.6.L. Language Standards

CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

**Arizona's College and Career Ready Standards
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Grade 6 - Adopted: 2016**

STRAND AZ.6.RI. Reading Standards for Informational Text

CONCEPT / STANDARD		Key Ideas and Details
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.RI.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.RI.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.RI.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and developed in a text (e.g., through examples or anecdotes).
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STRAND **AZ.6.RI. Reading Standards for Informational Text**

CONCEPT / STANDARD		Craft and Structure
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.RI.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.
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STRAND **AZ.6.RI. Reading Standards for Informational Text**

CONCEPT / STANDARD		Integration of Knowledge and Ideas
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.RI.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.RI.9.	Compare and contrast one author's presentation of events with that of another author.
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STRAND **AZ.6.RI. Reading Standards for Informational Text**

CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.RI.10.	By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade 6.
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STRAND **AZ.6.W. Writing Standards**

CONCEPT / STANDARD		Text Types and Purposes
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.2.a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.2.e.	Establish and maintain a formal style.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.

STRAND **AZ.6.W. Writing Standards**

CONCEPT / STANDARD		Production and Distribution of Writing
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.W.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.)
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.W.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 OBJECTIVE / PROFICIENCY LEVEL	6.W.6.	Use technology, including the internet, to type and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to complete a writing task in a single sitting.

STRAND **AZ.6.W. Writing Standards**

CONCEPT / STANDARD		Research to Build and Present Knowledge
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.W.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.W.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.

STRAND **AZ.6.W. Writing Standards**

CONCEPT / STANDARD		Research to Build and Present Knowledge
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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OBJECTIVE /
GRADE LEVEL
EXPECTATION

6.W.9.b. Apply grade 6 Reading standards to informational text and nonfiction.

STRAND AZ.6.W. Writing Standards

CONCEPT / STANDARD		Range of Writing
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL

6.W.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.

STRAND AZ.6.SL. Speaking and Listening Standards

CONCEPT / STANDARD		Comprehension and Collaboration
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL

6.SL.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.

OBJECTIVE /
GRADE LEVEL
EXPECTATION

6.SL.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.

OBJECTIVE /
GRADE LEVEL
EXPECTATION

6.SL.1.b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

OBJECTIVE /
GRADE LEVEL
EXPECTATION

6.SL.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.

STRAND AZ.6.L. Language Standards

CONCEPT / STANDARD		Conventions of Standard English
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL

6.L.1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

OBJECTIVE /
GRADE LEVEL
EXPECTATION

6.L.1.d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

OBJECTIVE /
GRADE LEVEL
EXPECTATION

6.L.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.

STRAND AZ.6.L. Language Standards

CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.L.2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

OBJECTIVE / GRADE LEVEL EXPECTATION
6.L.2.b. Use correct spelling.

STRAND AZ.6.L. Language Standards

CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.L.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.

OBJECTIVE / GRADE LEVEL EXPECTATION
6.L.4.b. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

OBJECTIVE / GRADE LEVEL EXPECTATION
6.L.4.d. Verify the preliminary determination of the meaning of a word or phrase.

STRAND AZ.6.L. Language Standards

CONCEPT / STANDARD		Vocabulary Acquisition and Use
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL
6.L.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

UNIT 9: FORMAL CRITIQUE Week 22 Page 203-219

Arizona's College and Career Ready Standards
Language Arts
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STRAND AZ.6.RL. Reading Standards for Literature

CONCEPT / STANDARD		Key Ideas and Details
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL
6.RL.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL
6.RL.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.RL.3.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
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STRAND **AZ.6.RL. Reading Standards for Literature**

CONCEPT / STANDARD		Craft and Structure
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.RL.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.
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.RL.5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.RL.6.	Explain how an author develops the point of view of the narrator or speaker in a text.
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STRAND **AZ.6.RL. Reading Standards for Literature**

CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.RL.10.	By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 6.
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STRAND **AZ.6.RI. Reading Standards for Informational Text**

CONCEPT / STANDARD		Key Ideas and Details
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.RI.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.RI.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgements.
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.RI.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and developed in a text (e.g., through examples or anecdotes).
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STRAND **AZ.6.RI. Reading Standards for Informational Text**

CONCEPT / STANDARD		Craft and Structure
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
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STRAND **AZ.6.RI. Reading Standards for Informational Text**

CONCEPT / STANDARD		Integration of Knowledge and Ideas
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.RI.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
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STRAND **AZ.6.RI. Reading Standards for Informational Text**

CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.RI.10.	By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade 6.
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STRAND **AZ.6.W. Writing Standards**

CONCEPT / STANDARD		Text Types and Purposes
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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STRAND **AZ.6.W. Writing Standards**

CONCEPT / STANDARD		Text Types and Purposes
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
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OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.3.a.	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
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OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
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OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
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OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.3.e.	Provide a conclusion that follows from the narrated experiences or events.
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STRAND **AZ.6.W. Writing Standards**

CONCEPT / STANDARD		Production and Distribution of Writing
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.W.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.)
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.W.6.	Use technology, including the internet, to type and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to complete a writing task in a single sitting.
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STRAND **AZ.6.W. Writing Standards**

CONCEPT / STANDARD		Research to Build and Present Knowledge
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.W.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
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STRAND **AZ.6.W. Writing Standards**

CONCEPT / STANDARD		Research to Build and Present Knowledge
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.9.a.	Apply grade 6 Reading standards to literature.
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OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.9.b.	Apply grade 6 Reading standards to informational text and nonfiction.
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STRAND **AZ.6.W. Writing Standards**

CONCEPT / STANDARD		Range of Writing
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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STRAND **AZ.6.SL. Speaking and Listening Standards**

CONCEPT / STANDARD		Comprehension and Collaboration
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
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OBJECTIVE / GRADE LEVEL EXPECTATION	6.SL.1.a.	Come to discussions prepared having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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OBJECTIVE / GRADE LEVEL EXPECTATION	6.SL.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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OBJECTIVE / GRADE LEVEL EXPECTATION	6.SL.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
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STRAND **AZ.6.L. Language Standards**

CONCEPT / STANDARD		Conventions of Standard English
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
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OBJECTIVE / GRADE LEVEL EXPECTATION	6.L.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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OBJECTIVE / GRADE LEVEL EXPECTATION	6.L.1.e.	Recognize variations from Standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
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STRAND **AZ.6.L. Language Standards**

CONCEPT / STANDARD		Conventions of Standard English
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.L.2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
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OBJECTIVE / GRADE LEVEL EXPECTATION	6.L.2.b.	Use correct spelling.
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STRAND **AZ.6.L. Language Standards**

CONCEPT / STANDARD		Knowledge of Language
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

OBJECTIVE /
GRADE LEVEL
EXPECTATION

6.L.3.b. Maintain consistent style and tone.

STRAND AZ.6.L. Language Standards

CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.L.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.

OBJECTIVE /
GRADE LEVEL
EXPECTATION

6.L.4.b. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

OBJECTIVE /
GRADE LEVEL
EXPECTATION

6.L.4.d. Verify the preliminary determination of the meaning of a word or phrase.

STRAND AZ.6.L. Language Standards

CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.L.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

OBJECTIVE /
GRADE LEVEL
EXPECTATION

6.L.5.a. Interpret figures of speech (e.g., personification) in context.

STRAND AZ.6.L. Language Standards

CONCEPT / STANDARD		Vocabulary Acquisition and Use
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PERFORMANCE OBJECTIVE /
PROFICIENCY LEVEL

6.L.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STRAND AZ.6.RL. Reading Standards for Literature

CONCEPT / STANDARD		Key Ideas and Details
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.RL.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.RL.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.RL.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.

STRAND **AZ.6.RL. Reading Standards for Literature**

CONCEPT / STANDARD	Craft and Structure	
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.RL.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 OBJECTIVE / PROFICIENCY LEVEL	6.RL.5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.RL.6.	Explain how an author develops the point of view of the narrator or speaker in a text.

STRAND **AZ.6.RL. Reading Standards for Literature**

CONCEPT / STANDARD	Range of Reading and Level of Text Complexity	
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.RL.10.	By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 6.

STRAND **AZ.6.RI. Reading Standards for Informational Text**

CONCEPT / STANDARD	Key Ideas and Details	
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.RI.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.RI.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.RI.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and developed in a text (e.g., through examples or anecdotes).
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STRAND **AZ.6.RI. Reading Standards for Informational Text**

CONCEPT / STANDARD		Craft and Structure
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
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STRAND **AZ.6.RI. Reading Standards for Informational Text**

CONCEPT / STANDARD		Integration of Knowledge and Ideas
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.RI.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
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STRAND **AZ.6.RI. Reading Standards for Informational Text**

CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.RI.10.	By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade 6.
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STRAND **AZ.6.W. Writing Standards**

CONCEPT / STANDARD		Text Types and Purposes
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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STRAND **AZ.6.W. Writing Standards**

CONCEPT / STANDARD		Text Types and Purposes
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
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OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.3.a.	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
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OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.3.e.	Provide a conclusion that follows from the narrated experiences or events.

STRAND **AZ.6.W. Writing Standards**

CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.W.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.)
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.W.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 OBJECTIVE / PROFICIENCY LEVEL	6.W.6.	Use technology, including the internet, to type and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to complete a writing task in a single sitting.

STRAND **AZ.6.W. Writing Standards**

CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.W.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.

STRAND **AZ.6.W. Writing Standards**

CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.9.a.	Apply grade 6 Reading standards to literature.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.9.b.	Apply grade 6 Reading standards to informational text and nonfiction.

STRAND **AZ.6.W. Writing Standards**

CONCEPT / STANDARD		Range of Writing
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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STRAND **AZ.6.SL. Speaking and Listening Standards**

CONCEPT / STANDARD		Comprehension and Collaboration
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
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OBJECTIVE / GRADE LEVEL EXPECTATION	6.SL.1.a.	Come to discussions prepared having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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OBJECTIVE / GRADE LEVEL EXPECTATION	6.SL.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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OBJECTIVE / GRADE LEVEL EXPECTATION	6.SL.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
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STRAND **AZ.6.L. Language Standards**

CONCEPT / STANDARD		Conventions of Standard English
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
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OBJECTIVE / GRADE LEVEL EXPECTATION	6.L.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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OBJECTIVE / GRADE LEVEL EXPECTATION	6.L.1.e.	Recognize variations from Standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
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STRAND **AZ.6.L. Language Standards**

CONCEPT / STANDARD		Conventions of Standard English
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.L.2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
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OBJECTIVE / GRADE LEVEL EXPECTATION	6.L.2.b.	Use correct spelling.
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STRAND **AZ.6.L. Language Standards**

CONCEPT / STANDARD		Knowledge of Language
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

OBJECTIVE / GRADE LEVEL EXPECTATION 6.L.3.b. Maintain consistent style and tone.

STRAND **AZ.6.L. Language Standards**

CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.L.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.

OBJECTIVE / GRADE LEVEL EXPECTATION 6.L.4.b. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

OBJECTIVE / GRADE LEVEL EXPECTATION 6.L.4.d. Verify the preliminary determination of the meaning of a word or phrase.

STRAND **AZ.6.L. Language Standards**

CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.L.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

OBJECTIVE / GRADE LEVEL EXPECTATION 6.L.5.a. Interpret figures of speech (e.g., personification) in context.

STRAND **AZ.6.L. Language Standards**

CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STRAND **AZ.6.RL. Reading Standards for Literature**

CONCEPT / STANDARD		Key Ideas and Details
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.RL.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.RL.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
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STRAND **AZ.6.RL. Reading Standards for Literature**

CONCEPT / STANDARD		Craft and Structure
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.RL.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.
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STRAND **AZ.6.RL. Reading Standards for Literature**

CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.RL.10.	By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 6.
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STRAND **AZ.6.RI. Reading Standards for Informational Text**

CONCEPT / STANDARD		Key Ideas and Details
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.RI.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.RI.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.RI.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and developed in a text (e.g., through examples or anecdotes).
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STRAND **AZ.6.RI. Reading Standards for Informational Text**

CONCEPT / STANDARD		Craft and Structure
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.RI.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.
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STRAND **AZ.6.RI. Reading Standards for Informational Text**

CONCEPT / STANDARD		Integration of Knowledge and Ideas
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.RI.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
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STRAND **AZ.6.RI. Reading Standards for Informational Text**

CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.RI.10.	By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade 6.
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STRAND **AZ.6.W. Writing Standards**

CONCEPT / STANDARD		Production and Distribution of Writing
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.W.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.)
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.W.6.	Use technology, including the internet, to type and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to complete a writing task in a single sitting.
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STRAND **AZ.6.W. Writing Standards**

CONCEPT / STANDARD		Research to Build and Present Knowledge
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.9.b.	Apply grade 6 Reading standards to informational text and nonfiction.
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STRAND **AZ.6.W. Writing Standards**

CONCEPT / STANDARD		Range of Writing
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL 6.W.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.

STRAND AZ.6.L. Language Standards

CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

OBJECTIVE / GRADE LEVEL EXPECTATION 6.L.1.d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

OBJECTIVE / GRADE LEVEL EXPECTATION 6.L.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.

STRAND AZ.6.L. Language Standards

CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.L.2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

OBJECTIVE / GRADE LEVEL EXPECTATION 6.L.2.b. Use correct spelling.

STRAND AZ.6.L. Language Standards

CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	6.L.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.

OBJECTIVE / GRADE LEVEL EXPECTATION 6.L.4.b. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

OBJECTIVE / GRADE LEVEL EXPECTATION 6.L.4.d. Verify the preliminary determination of the meaning of a word or phrase.

STRAND AZ.6.L. Language Standards

CONCEPT / STANDARD		Vocabulary Acquisition and Use
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PERFORMANC
E OBJECTIVE /
PROFICIENCY
LEVEL

6.L.6.

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