Main Criteria: Structure and Style for Students

Secondary Criteria: Arizona's College and Career Ready Standards

Subject: Language Arts

Grade: 6

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	47 6 RI	Reading	Standards for	Informational Text
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CONCEPT / STANDARD		Key Ideas and Details
PERFORMANC E 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.
PERFORMANC E 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.
PERFORMANC E 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

AZ.6.RI. Reading Standards for Informational Text

CONCEPT / STANDARD		Craft and Structure
PERFORMANC E 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.
PERFORMANC E 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
PERFORMANC E 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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PERFORMANC E 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
PERFORMANC E 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.
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
PERFORMANC E 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.)
PERFORMANC E 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.)
STRAND	AZ.6.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.W.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
STRAND	AZ.6.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.SL.1.	Engage effectively in a range of collaborative discussions (onellonllone, in groups, and teacherlied) 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.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Presentation of Knowledge and Ideas
PERFORMANC E 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.
PERFORMANC E 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
PERFORMANC E 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.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		Vocabulary Acquisition and Use
PERFORMANC E 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
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.
		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
PERFORMANC E 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.
PERFORMANC E 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.

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

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

examples or anecdotes).

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PROFICIENCY LEVEL

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

PERFORMANC E 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.)
PERFORMANC E 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.)
PERFORMANC E 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
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.W.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
STRAND	AZ.6.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E OBJECTIVE /	6.SL.1.	Engage effectively in a range of collaborative discussions (onellonllone, in groups, and teacherlied) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing

OBJECTIVE / 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.

EXPECTATION

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LEVEL

their own clearly.

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
PERFORMANC E 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.
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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

PERFORMANC E 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
PERFORMANC E OBJECTIVE / PROFICIENCY	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 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 '	Γext
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LEVEL

CONCEPT / STANDARD		Key Ideas and Details
PERFORMANC E 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.
PERFORMANC E 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.
PERFORMANC E 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
PERFORMANC E 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.

PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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.
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
PERFORMANC E 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.)

PERFORMANC E 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.)
PERFORMANC E 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
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.W.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
STRAND	AZ.6.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.SL.1.	Engage effectively in a range of collaborative discussions (onellonlone, in groups, and teacherlied) 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	6.SL.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

EXPECTATION

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
PERFORMANC E 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.
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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
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.

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
PERFORMANC E 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.
PERFORMANC E 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.
PERFORMANC E 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
PERFORMANC E 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.
PERFORMANC E 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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PERFORMANC E 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
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.RL.10.	By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, ar 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
PERFORMANC E 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
PERFORMANC	6.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevan
PROFICIENCY LEVEL		descriptive details, and well@structured event sequences.
PROFICIENCY	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.
PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL	6.W.3.a. 6.W.3.b.	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an
PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION OBJECTIVE / GRADE LEVEL		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. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or
PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION OBJECTIVE / GRADE LEVEL EXPECTATION OBJECTIVE / GRADE LEVEL	6.W.3.b.	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. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and
PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION OBJECTIVE / GRADE LEVEL EXPECTATION OBJECTIVE / GRADE LEVEL EXPECTATION OBJECTIVE / GRADE LEVEL EXPECTATION	6.W.3.b.	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. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

PERFORMANC E 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.)
PERFORMANC E 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.)
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E OBJECTIVE /	6.SL.1.	Engage effectively in a range of collaborative discussions (onellonlone, in groups, and teacherlied) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing

E OBJECTIVE / PROFICIENCY LEVEL		with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
OBJECTIVE /	6.SL.1.a.	Come to discussions prepared having read or studied required material; explicitly draw on that preparation by
GRADE LEVEL		referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION		

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
PERFORMANC E 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.
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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

PERFORMANC E 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
PERFORMANC E OBJECTIVE / PROFICIENCY	6.L.6.	Acquire and use accurately gradelappropriate general academic and domainlapecific 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
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LEVEL

CONCEPT / STANDARD		Key Ideas and Details
PERFORMANC E 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.
PERFORMANC E 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.
PERFORMANC E 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
PERFORMANC E 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.

PERFORMANC E 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.
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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.
OD 1507" (5 /	6.14/6	Describe a second size that fallows from the promoted arms of the second size of the seco

6.W.3.e. Provide a conclusion that follows from the narrated experiences or events.

OBJECTIVE /

GRADE LEVEL EXPECTATION

STRAND	AZ.6.W.	Writing Standards
CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANC E 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.)
PERFORMANC E OBJECTIVE / PROFICIENCY	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.)

PERFORMANC 6.W.6. E OBJECTIVE / PROFICIENCY LEVEL

CONCEPT /

LEVEL

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

STANDARD	
PERFORMANC 6.W.8 E OBJECTIVE / PROFICIENCY LEVEL	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
PERFORMANC E 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.

Research to Build and Present Knowledge

STRAND AZ.6.W. Writing Standards

CONCEPT / STANDARD		Range of Writing
PERFORMANC E 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

PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.SL.1.	Engage effectively in a range of collaborative discussions (onellonllone, in groups, and teacherlled) 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.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Presentation of Knowledge and Ideas
PERFORMANC E 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.
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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
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.
		UNIT 3: RETELLING NARRATIVE STORIES Week 6 Page 53-60
		Arizona's College and Career Ready Standards

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STRAND AZ.6.RL. Reading Standards for Literature

CONCEPT / STANDARD		Key Ideas and Details
PERFORMANC E 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.
PERFORMANC E 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.
PERFORMANC E 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.

AZ.6.RL. Reading Standards for Literature STRAND

CONCEPT / STANDARD		Craft and Structure
PERFORMANC E 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.
PERFORMANC E 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.
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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 /		Text Types and Purposes

CONCEPT / STANDARD		Text Types and Purposes
PERFORMANC E 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.
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
PERFORMANC E 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. (Gradelspecific expectations for writing types are defined in standards 1–3 above.)
PERFORMANC E 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.)
PERFORMANC E OBJECTIVE / PROFICIENCY	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.
LEVEL		
LEVEL	AZ.6.W.	Writing Standards
	AZ.6.W.	Writing Standards Research to Build and Present Knowledge
STRAND CONCEPT /	AZ.6.W. 6.W.8.	
STRAND CONCEPT / STANDARD PERFORMANC E OBJECTIVE / PROFICIENCY		Research to Build and Present Knowledge 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
STRAND CONCEPT / STANDARD PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.W.8.	Research to Build and Present Knowledge 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 CONCEPT / STANDARD PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL STRAND CONCEPT /	6.W.8. AZ.6.W.	Research to Build and Present Knowledge Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. Writing Standards
STRAND CONCEPT / STANDARD PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL STRAND CONCEPT / STANDARD PERFORMANC E OBJECTIVE / PROFICIENCY	6.W.8. AZ.6.W.	Research to Build and Present Knowledge Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. Writing Standards Research to Build and Present Knowledge
STRAND CONCEPT / STANDARD PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL STRAND CONCEPT / STANDARD PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL	6.W.8. AZ.6.W.	Research to Build and Present Knowledge Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. Writing Standards Research to Build and Present Knowledge Draw evidence from literary or informational texts to support analysis, reflection, and research.

PERFORMANC E 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
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.SL.1.	Engage effectively in a range of collaborative discussions (onellonllone, in groups, and teacherlied) 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.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Presentation of Knowledge and Ideas
	6.SL.4.	Presentation of Knowledge and Ideas Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
PERFORMANC E OBJECTIVE / PROFICIENCY	6.SL.4. 6.SL.6.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL PERFORMANC E OBJECTIVE / PROFICIENCY		Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.SL.6.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL STRAND CONCEPT /	6.SL.6.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL STRAND CONCEPT / STANDARD PERFORMANC E OBJECTIVE / PROFICIENCY	6.SL.6. AZ.6.L.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.) Language Standards Conventions of Standard English Demonstrate command of the conventions of Standard English grammar and usage when writing or

STRAND	AZ.6.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANC E 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
PERFORMANC E 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
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.
		UNIT 4: SUMMARIZING A REFERENCE Week 7 Page 61-74
		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

CONCEPT / STANDARD		Key Ideas and Details
PERFORMANC E 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.
PERFORMANC E 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.

PERFORMANC E 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
PERFORMANC E 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.
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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.

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
PERFORMANC E 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.)
PERFORMANC E 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.)
PERFORMANC E 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
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.W.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
PERFORMANC E 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
		Draw evidence from literary or informational texts to support analysis, reflection, and research.

CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
OBJECTIVE /	6.W.9.b.	Apply grade 6 Reading standards to informational text and nonfiction.

GRADE LEVEL			
EXPECTATION			

STRAND	AZ.6.W.	Writing Standards
CONCEPT / STANDARD		Range of Writing

PERFORMANC E 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
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.SL.1.	Engage effectively in a range of collaborative discussions (onellonllone, in groups, and teacherlled) 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
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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
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.

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
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CONCEPT / STANDARD		Key Ideas and Details
PERFORMANC E 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.
PERFORMANC E 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.
PERFORMANC E 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
PERFORMANC E 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.

PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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.
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
PERFORMANC E OBJECTIVE /	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.)

PERFORMANC E 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.)
PERFORMANC E 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
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.W.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.SL.1.	Engage effectively in a range of collaborative discussions (onellonlone, in groups, and teacherlied) 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
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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
STRAND CONCEPT / STANDARD	AZ.6.L.	Vocabulary Acquisition and Use

PERFORMANC 6.L.6. Acquire and use accurately grade lappropriate general academic and domain lspecific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. E OBJECTIVE / **PROFICIENCY LEVEL** 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 / **Key Ideas and Details STANDARD** PERFORMANC 6.RI.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. E OBJECTIVE / **PROFICIENCY** LEVEL **PERFORMANC** 6 RI 2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text E OBJECTIVE / distinct from personal opinions or judgements. **PROFICIENCY** I FVFI Analyze in detail how a key individual, event, or idea is introduced, illustrated, and developed in a text (e.g., through **PERFORMANC** 6.RI.3. E OBJECTIVE / examples or anecdotes). **PROFICIENCY** LEVEL STRAND AZ.6.RI. Reading Standards for Informational Text Craft and Structure CONCEPT / **STANDARD** PERFORMANC 6.RI.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and F OBJECTIVE / technical meanings. **PROFICIENCY LEVEL** PERFORMANC 6.RI.5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and F OBJECTIVE / contributes to the development of the ideas. **PROFICIENCY** I FVFI **STRAND** AZ.6.RI. Reading Standards for Informational Text

CONCEPT / STANDARD		Integration of Knowledge and Ideas
PERFORMANC E 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

PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.RI.10.	By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in 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
PERFORMANC E 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
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
PERFORMANC E 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.)
PERFORMANC E 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.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.W.6.	Use technology, including the internet, to type and publish writing as well as to interact and collaborate with other demonstrate sufficient command of keyboarding skills to complete a writing task in a single sitting.
		W.W. and the state
STRAND	AZ.6.W.	Writing Standards

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

PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.SL.1.	Engage effectively in a range of collaborative discussions (onellonllone, in groups, and teacherlled) 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
PERFORMANC E 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
PERFORMANC E 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
STRAND CONCEPT / STANDARD	AZ.6.L.	Language Standards Vocabulary Acquisition and Use
CONCEPT /	AZ.6.L.	
CONCEPT / STANDARD PERFORMANC E OBJECTIVE / PROFICIENCY		Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple@meaning words and phrases based on grade
CONCEPT / STANDARD PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL	6.L.4.	Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple@meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a
CONCEPT / STANDARD PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION OBJECTIVE / GRADE LEVEL	6.L.4. 6.L.4.b.	Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple@meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. 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.
CONCEPT / STANDARD PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION OBJECTIVE / GRADE LEVEL EXPECTATION	6.L.4.b. 6.L.4.d.	Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. 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. Verify the preliminary determination of the meaning of a word or phrase.

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

Arizona's College and Career Ready Standards Language Arts

Grade 6 - Adopted: 2016

CONCEPT /		Key Ideas and Details
STANDARD		
PERFORMANC E 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.
PERFORMANC E 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.
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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	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.			
STRAND	AZ.6.W.	Writing Standards			
CONCEPT / STANDARD		Production and Distribution of Writing			
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, urpose, and audience. (Grade specific expectations for writing types are defined in standards 1–3 above.)			
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.W.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, evising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of anguage standards 1–3 up to and including grade 6.)			
PERFORMANC E 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			
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.W.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.			
STRAND	AZ.6.W.	Writing Standards			
CONCEPT / STANDARD		Research to Build and Present Knowledge			
PERFORMANC E 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 /		Range of Writing			

STANDARD

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

CONCEPT /		Vocabulary Acquisition and Use			
STANDARD					
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.			
		UNIT 5: WRITING FROM PICTURES Week 11 Page 99-106			
		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			
PERFORMANC E 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.			
PERFORMANC E 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.			
PERFORMANC E 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			
PERFORMANC E 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			
PERFORMANC E 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			

PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.RI.10.	y the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a xt complexity range determined by qualitative and quantitative measures appropriate to grade 6.				
STRAND	AZ.6.W.	Vriting Standards				
CONCEPT / STANDARD		Text Types and Purposes				
PERFORMANC E 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.				
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				
STRAND CONCEPT / STANDARD	AZ.6.W.	Writing Standards Production and Distribution of Writing				
CONCEPT /	AZ.6.W. 6.W.4.					
CONCEPT / STANDARD PERFORMANC E OBJECTIVE / PROFICIENCY		Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task,				
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL PERFORMANC E OBJECTIVE / PROFICIENCY	6.W.4.	Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade@specific expectations for writing types are defined in standards 1–3 above.) 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				
CONCEPT / STANDARD PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL PERFORMANC E OBJECTIVE / PROFICIENCY	6.W.4. 6.W.5.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade@specific expectations for writing types are defined in standards 1–3 above.) With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.) Use technology, including the internet, to type and publish writing as well as to interact and collaborate with others;				

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

CONCERT /		Decease to Build and Breasest Knowledge				
CONCEPT / STANDARD		Research to Build and Present Knowledge				
PERFORMANC E 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				
PERFORMANC E 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				
PERFORMANC E 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				
PERFORMANC E 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				
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.L.4.	Determine or clarify the meaning of unknown and multiple Imeaning 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			
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.			
		UNIT 5: WRITING FROM PICTURES Week 12 Page 107-114			
		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			
PERFORMANC E 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.			
PERFORMANC E 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.			
PERFORMANC E 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		Range of Reading and Level of Text Complexity			
PERFORMANC E 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

CONCEPT / STANDARD AZ.6.W. Writing Standards

Text Types and Purposes

PERFORMANC E 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.			
STRAND	AZ.6.W.	Writing Standards			
CONCEPT / STANDARD		Text Types and Purposes			
PERFORMANC E 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.	se narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or haracters.			
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			
STRAND CONCEPT / STANDARD	AZ.6.W.	Writing Standards Production and Distribution of Writing			
CONCEPT /	AZ.6.W. 6.W.4.				
CONCEPT / STANDARD PERFORMANC E OBJECTIVE / PROFICIENCY		Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task,			
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL PERFORMANC E OBJECTIVE / PROFICIENCY	6.W.4.	Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade@specific expectations for writing types are defined in standards 1–3 above.) 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			
CONCEPT / STANDARD PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.W.4. 6.W.5.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade@specific expectations for writing types are defined in standards 1–3 above.) With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.) Use technology, including the internet, to type and publish writing as well as to interact and collaborate with others;			
CONCEPT / STANDARD PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.W.4. 6.W.5.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade@specific expectations for writing types are defined in standards 1–3 above.) With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.) Use technology, including the internet, to 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.L. Language Standards

CONCEPT / STANDARD		Conventions of Standard English		
PERFORMANC E 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 /		Conventions of Standard English		

Demonstrate command of the conventions of Standard English capitalization, punctuation, and

OBJECTIVE /

GRADE LEVEL EXPECTATION

EXPECTATION

PERFORMANC

E OBJECTIVE /

PROFICIENCY

STANDARD

6.L.2.b.

6.L.2.

Use correct spelling.

spelling when writing.

STRAND AZ.6.L. Language Standards

CONCEPT / STANDARD		Vocabulary Acquisition and Use	
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.L.4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based o 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	6.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase.	

STRAND AZ.6.L. Language Standards

CONCEPT / STANDARD		ocabulary Acquisition and Use		
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.		

Language Arts

Grade 6 - Adopted: 2016

STRAND A	Z.6.RI. Reading	Standards for	Informational Text
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STRAND	AZ.6.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Key Ideas and Details
PERFORMANC E 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.
PERFORMANC E 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.
PERFORMANC E 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 /		Craft and Structure

CONCEPT / STANDARD		Craft and Structure
PERFORMANC E 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.
PERFORMANC E 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
PERFORMANC E 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.
PERFORMANC E 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

PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.RI.10.	By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in 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	
PERFORMANC E 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	
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	
PERFORMANC E 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.)	
PERFORMANC E 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.)	
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.W.6.	Use technology, including the internet, to type and publish writing as well as to interact and collaborate with other 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
PERFORMANC E OBJECTIVE / PROFICIENCY	6.W.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.SL.1.	Engage effectively in a range of collaborative discussions (onellonllone, in groups, and teacherlled) 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
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E OBJECTIVE / PROFICIENCY	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.
LEVEL		
LEVEL		UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 14 Page 127-140

Arizona's College and Career Ready Standards

Language Arts

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AZ.6.RI. Reading Standards for Informational Text

STRAND

CONCEPT / STANDARD	Key Ideas and Details	
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PERFORMANC E 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.
PERFORMANC E 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.
PERFORMANC E 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
PERFORMANC E 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.
PERFORMANC E 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
PERFORMANC E 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.
PERFORMANC E 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
PERFORMANC E 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 P	urposes	
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PERFORMANC E 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.
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
PERFORMANC E 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. (Gradelspecific expectations for writing types are defined in standards 1–3 above.)
PERFORMANC E 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.)
PERFORMANC E 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
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.W.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

information for sources.

PERFORMANC 6.W.8.

E OBJECTIVE /

PROFICIENCY LEVEL

CONCEPT / Research to Build and Present Knowledge STANDARD	
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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

PERFORMANC	6.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
E OBJECTIVE / PROFICIENCY LEVEL		
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
PERFORMANC E 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
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.SL.1.	Engage effectively in a range of collaborative discussions (onellonllone, in groups, and teacherlled) 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
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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
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.

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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
PERFORMANC E 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.
PERFORMANC E 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.

PERFORMANC E 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
PERFORMANC E 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.
PERFORMANC E 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
PERFORMANC E 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.
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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.

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.a.

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.

CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANC E 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. (Gradelspecific expectations for writing types are defined in standards 1–3 above.)
PERFORMANC E 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.)
PERFORMANC E 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
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.W.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
PERFORMANC E 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
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
OBJECTIVE /	6.W.9.b.	Apply grade 6 Reading standards to informational text and nonfiction.

STRAND AZ.6.W. Writing Standards

GRADE LEVEL EXPECTATION

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

EXPECTATION

STRAND	AZ.6.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E 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
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.

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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
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CONCEPT / STANDARD		Key Ideas and Details
PERFORMANC E 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.
PERFORMANC E 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.
PERFORMANC E 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

CONCERT (Out and the state of
CONCEPT /	Craft and Structure
STANDARD	

PERFORMANC E 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.
PERFORMANC E 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
PERFORMANC E 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.
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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.

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

STRAND AZ.6.W. Writing Standards

GRADE LEVEL EXPECTATION

CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANC E 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.)
PERFORMANC E 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.)
PERFORMANC E 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
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.W.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E OBJECTIVE /	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.
PROFICIENCY LEVEL		
PROFICIENCY	AZ.6.SL.	Speaking and Listening Standards

PERFORMANC E OBJECTIVE / PROFICIENCY	6.SL.1.	Engage effectively in a range of collaborative discussions (onellonlone, in groups, and teacherlied) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
LEVEL		
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
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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.

EXPECTATION

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
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.
		UNIT 7: INVENTIVE WRITING Week 17 Page 159-164
		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
PERFORMANC E 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.
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		Production and Distribution of Writing
PERFORMANC E 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.)

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.)

PERFORMANC 6.W.5.

E OBJECTIVE /

PROFICIENCY

LEVEL

PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.SL.1.	Engage effectively in a range of collaborative discussions (onellonlone, in groups, and teacherlied) 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 top text, or issue under discussion.
STRAND	AZ.6.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
	6.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL		speaking.
E OBJECTIVE / PROFICIENCY	6.L.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
E OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL		
E OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION OBJECTIVE / GRADE LEVEL	6.L.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). Recognize variations from Standard English in their own and others' writing and speaking, and identify and use

OBJECTIVE / GRADE LEVEL EXPECTATION STRAND	6.W.2.f. AZ.6.W.	Provide a concluding statement or section that follows from the information or explanation presented. Writing Standards
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.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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.
PERFORMANC E 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.
CONCEPT / STANDARD		Text Types and Purposes
STRAND	AZ.6.W.	Writing Standards
		Arizona's College and Career Ready Standards Language Arts Grade 6 - Adopted: 2016
		UNIT 7: INVENTIVE WRITING Week 18 Page 165-172
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.
CONCEPT / STANDARD		Vocabulary Acquisition and Use
STRAND	AZ.6.L.	Language Standards
OBJECTIVE / GRADE LEVEL EXPECTATION	6.L.2.b.	Use correct spelling.
PERFORMANC E 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.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.

CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANC E 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.)
PERFORMANC E 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.)
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	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
PERFORMANC E 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
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.
		UNIT 7: INVENTIVE WRITING Week 19 Page 173-178
		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
PERFORMANC E 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	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

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

STRAND AZ.6.L. Language Standards

CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.L.6.	Acquire and use accurately gradellappropriate general academic and domainlispecific 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 fo	or Informational Text
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CONCEPT / STANDARD		Key Ideas and Details
PERFORMANC E 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.
PERFORMANC E 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.
PERFORMANC E 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
PERFORMANC E 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.
PERFORMANC E 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
PERFORMANC E 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.

PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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.
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
PERFORMANC E 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. (Gradelspecific expectations for writing types are defined in standards 1–3 above.)
PERFORMANC E OBJECTIVE / PROFICIENCY	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.)

LEVEL

PERFORMANC E 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
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.W.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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 /	6.L.1.e.	Recognize variations from Standard English in their own and others' writing and speaking, and identify and use

STRAND	AZ.6.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANC E 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
PERFORMANC E 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
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.
		UNIT 8: FORMAL ESSAY MODELS Week 21 Page 193-202
		Arizona's College and Career Ready Standards Language Arts Grade 6 - Adopted: 2016

STRAND	AZ.6.RI.	Reading	Standards	for	Informational 7	Γext
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CONCEPT / STANDARD		Key Ideas and Details
PERFORMANC E 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.
PERFORMANC E 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.

PERFORMANC E 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
PERFORMANC E 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.
PERFORMANC E 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
PERFORMANC E 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.
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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.

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.a.

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
PERFORMANC E 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.)
PERFORMANC E 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.)
PERFORMANC E 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.
	A7.6.W	Writing Standards
STRAND	AZ.6.W.	•

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

CONCEPT / STANDARD	Research to Build and Present Knowledge	
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PERFORMANC	6.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
E OBJECTIVE / PROFICIENCY LEVEL		
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
PERFORMANC E 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
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.SL.1.	Engage effectively in a range of collaborative discussions (onellonllone, in groups, and teacherlled) 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
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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
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.

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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
PERFORMANC E 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.
PERFORMANC E 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.

PERFORMANC E 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
PERFORMANC E 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.
PERFORMANC E 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.
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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.
PERFORMANC E 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.
PERFORMANC E 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

PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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.

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
PERFORMANC E 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. (Gradelspecific expectations for writing types are defined in standards 1–3 above.)
PERFORMANC E 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.)
PERFORMANC E 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	AZ.6.W.	Writing Standards Research to Build and Present Knowledge
CONCEPT /	AZ.6.W. 6.W.8.	
CONCEPT / STANDARD PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL		Research to Build and Present Knowledge 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
CONCEPT / STANDARD PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.W.8.	Research to Build and Present Knowledge 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.
CONCEPT / STANDARD PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL STRAND CONCEPT /	6.W.8. AZ.6.W.	Research to Build and Present Knowledge Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. Writing Standards
CONCEPT / STANDARD PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL STRAND CONCEPT / STANDARD PERFORMANC E OBJECTIVE / PROFICIENCY	6.W.8. AZ.6.W.	Research to Build and Present Knowledge Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. Writing Standards Research to Build and Present Knowledge

STRAND AZ.6.W. Writing Standards

CONCEPT / STANDARD	Range of Writing			
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PERFORMANC E 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
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.SL.1.	Engage effectively in a range of collaborative discussions (onellonllone, in groups, and teacherlled) 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
PERFORMANC E 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
PERFORMANC E 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		Knowledge of Language
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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
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.
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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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PERFORMANC E 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.
PERFORMANC E 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.
PERFORMANC E 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
PERFORMANC E 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.
PERFORMANC E 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.
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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.
PERFORMANC E 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.

PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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.
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
PERFORMANC E 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.)
PERFORMANC E 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.)
PERFORMANC E 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
PERFORMANC E 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

EXPECTATION

CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANC E 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	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
PERFORMANC E 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
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.SL.1.	Engage effectively in a range of collaborative discussions (onellonlone, in groups, and teacherlied) 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
STRAND CONCEPT / STANDARD	AZ.6.L.	Language Standards Conventions of Standard English
CONCEPT /	6.L.1.	
CONCEPT / STANDARD PERFORMANC E OBJECTIVE / PROFICIENCY	6.L.1.	Conventions of Standard English Demonstrate command of the conventions of Standard English grammar and usage when writing or
CONCEPT / STANDARD PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL	6.L.1.	Conventions of Standard English Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
CONCEPT / STANDARD PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION OBJECTIVE / GRADE LEVEL	6.L.1.d.	Conventions of Standard English Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). Recognize variations from Standard English in their own and others' writing and speaking, and identify and use
CONCEPT / STANDARD PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION OBJECTIVE / GRADE LEVEL EXPECTATION	6.L.1.d. 6.L.1.e.	Conventions of Standard English Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). Recognize variations from Standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
CONCEPT / STANDARD PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION OBJECTIVE / GRADE LEVEL EXPECTATION STRAND CONCEPT /	6.L.1.d. 6.L.1.e. AZ.6.L.	Conventions of Standard English Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). Recognize variations from Standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. Language Standards

GRADE LEVEL EXPECTATION

STRAND	AZ.6.L.	Language Standards
CONCEPT / STANDARD		Knowledge of Language
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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
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.

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Arizona's College and Career Ready Standards Language Arts

Grade 6 - Adopted: 2016

CONCEPT / STANDARD		Key Ideas and Details
PERFORMANC E 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.
PERFORMANC E 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.
STRAND	AZ.6.RL.	Reading Standards for Literature
CONCEPT / STANDARD		Craft and Structure
PERFORMANC E 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.
STRAND	AZ.6.RL.	Reading Standards for Literature
CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANC E 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
PERFORMANC E 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.
PERFORMANC E 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.
PERFORMANC E 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 / Craft and Structure STANDARD
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PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.Rl.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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		Production and Distribution of Writing
PERFORMANC	01445	
E 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.)
PROFICIENCY	6.W.6.	revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of
PROFICIENCY LEVEL PERFORMANC E OBJECTIVE / PROFICIENCY		revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.) Use technology, including the internet, to type and publish writing as well as to interact and collaborate with others;
PROFICIENCY LEVEL PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	6.W.6.	revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.) Use technology, including the internet, to 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.
PROFICIENCY LEVEL PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL STRAND CONCEPT /	6.W.6. AZ.6.W.	revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.) Use technology, including the internet, to 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. Writing Standards

STRAND AZ.6.W. Writing Standards

CONCEPT / STANDARD		Range of Writing
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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

PERFORMANC 6.L.6. E OBJECTIVE / PROFICIENCY LEVEL

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