Main Criteria: Structure and Style for Students Secondary Criteria: California Content Standards

> Subject: Language Arts Grade: 6

#### Structure and Style for Students

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

#### California Content Standards Language Arts

Grade 6 - Adopted: 2013

CONTENT STANDARD /

CCSS.EL College and Career Readiness Anchor Standards for Reading

DOMAIN / PART Literacy.

CCRA.R.

CCRA.R.

CRA.R.7

PERFORMANC E STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading STANDARD / DOMAIN / PART Literacy.

PERFORMANC E ST ANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading STANDARD / **DOMAIN / PART Literacy.** CCRA.R.

PERFORMANC E STANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading STANDARD / A-**DOMAIN / PART Literacy.** 

CCRA.R.

**PERFORMANC** E STANDARD / MODE

Range of Reading and Level of Text Complexity

**SUBSTRAND** 

EXPECTATION / CCSS.EL Read and comprehend complex literary and informational texts independently and proficiently.

Literacy.C CRA.R.10

CONTENT STANDARD / CCSS.EL College and Career Readiness Anchor Standards for Writing

DOMAIN / PART Literacy. CCRA.W.

**PERFORMANC** E STANDARD / MODE

**Text Types and Purposes** 

**SUBSTRAND** 

EXPECTATION / CCSS.EL Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately

through the effective selection, organization, and analysis of content.

Literacy.C CRA.W.2

CONTENT STANDARD / DOMAIN / PART Literacy.

CCSS.EL College and Career Readiness Anchor Standards for Writing

CCRA.W.

**PERFORMANC** E STANDARD / MODE

**Production and Distribution of Writing** 

SUBSTRAND

EXPECTATION / CCSS.EL Produce clear and coherent writing in which the development, organization, and style are appropriate to task,

purpose, and audience.

Literacy.C CRA.W.4

EXPECTATION / CCSS.EL Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**SUBSTRAND** 

Literacy.C

CRA.W.5

CONTENT STANDARD / CCSS.EL College and Career Readiness Anchor Standards for Writing

Α-DOMAIN / PART Literacy.

CCRA.W.

PERFORMANC E STANDARD / MODE

Research to Build and Present Knowledge

**SUBSTRAND** 

A-

EXPECTATION / CCSS.EL Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each

source, and integrate the information while avoiding plagiarism.

Literacy.C CRA.W.8

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Writing

STANDARD / DOMAIN / PART Literacy.

Α-CCRA.W.

PERFORMANC E STANDARD / MODE		Range of Writing
SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.1 0	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 tasks, purposes, and audiences.
STANDARD / / DOMAIN / PART L	A-	College and Career Readiness Anchor Standards for Speaking and Listening
PERFORMANC E STANDARD / MODE		Comprehension and Collaboration
SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / / DOMAIN / PART L	Α-	College and Career Readiness Anchor Standards for Speaking and Listening
PERFORMANC E STANDARD / MODE		Presentation of Knowledge and Ideas
SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
STANDARD / / DOMAIN / PART L	A-	College and Career Readiness Anchor Standards for Language
PERFORMANC E STANDARD / MODE		Conventions of Standard English
SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / / DOMAIN / PART L	A-	College and Career Readiness Anchor Standards for Language
PERFORMANC E ST ANDARD / MODE		Knowledge of Language

EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language
PERFORMANC E ST ANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / SUBSTRAND	A-	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI	Reading Standards for Informational Text
PERFORMANC E STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
EXPECTATION / SUBSTRAND	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
EXPECTATION /	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through
SUBSTRAND		examples or anecdotes).
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI .6.	examples or anecdotes).  Reading Standards for Informational Text
CONTENT STANDARD /		
CONTENT STANDARD / DOMAIN / PART PERFORMANC E STANDARD /	.6.	Reading Standards for Informational Text
CONTENT ST ANDARD / DOMAIN / PART  PERFORMANC E ST ANDARD / MODE  EXPECTATION /	RI.6.4.	Reading Standards for Informational Text  Craft and Structure  Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and

# PERFORMANC E ST AND ARD / MODE Integration of Knowledge and Ideas EXPECTATION / RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

### CONTENT CA.CC.W. Writing Standards STANDARD / 6. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
FOUNDATION / PROFICIENCY LEVEL	W.6.2.a.	Introduce a topic or thesis statement; 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. CA
FOUNDATION / PROFICIENCY LEVEL	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
FOUNDATION / PROFICIENCY LEVEL	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

# CONTENT CA.CC.W. Writing Standards STANDARD / 6. DOMAIN / PART

PERFORMANC E ST ANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / SUBSTRAND	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)

#### CONTENT CA.CC.W. Writing Standards STANDARD / 6. DOMAIN / PART

PERFORMANC E ST ANDARD / MODE	Research to Build and Present Knowledge
EXPECTATION / W.6.7. SUBSTRAND	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

### CONTENT CA.CC.W. Writing Standards STANDARD / 6. DOMAIN / PART

PERFORMANC E ST ANDARD / MODE		Range of Writing
EXPECTATION /	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a

SUBSTRAND single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CONTENT CA.CC.SL Speaking and Listening Standards STANDARD / .6.

DOMAIN / PART

PERFORMANC E STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
FOUNDATION / PROFICIENCY LEVEL	SL.6.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
FOUNDATION / PROFICIENCY LEVEL	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
FOUNDATION / PROFICIENCY LEVEL	SL.6.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

CONTENT STANDARD / DOMAIN / PART **CA.CC.SL Speaking and Listening Standards** 

.6.

PERFORMANC E STANDARD / MODE		Presentation of Knowledge and Ideas
EXPECTATION / SUBSTRAND	SL.6.4.	Present claims and findings (e.g., argument, narrative, informative, response to literature presentations), sequencing ideas logically and using pertinent descriptions, facts, and details and nonverbal elements to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.CA
FOUNDATION / PROFICIENCY LEVEL	SL.6.4.a.	Plan and deliver an informative/explanatory presentation that: develops a topic with relevant facts, definitions, and concrete details; uses appropriate transitions to clarify relationships; uses precise language and domain specific vocabulary; and provides a strong conclusion. CA

CONTENT STANDARD / DOMAIN / PART

PERFORMANC

E STANDARD /

**CA.CC.SL Speaking and Listening Standards** 

Presentation of Knowledge and Ideas

EXPECTATION / SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or SUBSTRAND appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)

CONTENT CA.CC.L. Language Standards STANDARD / 6.
DOMAIN / PART

PERFORMANC E STANDARD / MODE		Conventions of Standards English
EXPECTATION / SUBSTRAND	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

FOUNDATION / L.6.1.e.
PROFICIENCY
LEVEL

Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

CONTENT CA.CC.L. Language Standards STANDARD / 6.
DOMAIN / PART

PERFORMANC E ST ANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
FOUNDATION / PROFICIENCY LEVEL	L.6.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
FOUNDATION / PROFICIENCY LEVEL	L.6.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

CONTENT CA.CC.L. Language Standards STANDARD / 6.
DOMAIN / PART

PERFORMANC E STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

# California Content Standards Language Arts Grade 6 - Adopted: 2013

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading STANDARD / A-

STANDARD / A-DOMAIN / PART Literacy. CCRA.R.

PERFORMANC E STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading STANDARD / A-

DOMAIN / PART Literacy. CCRA.R.

PERFORMANC E ST ANDARD / MODE	Craft and Structure
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EXPECTATION / CCSS.EL Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative **SUBSTRAND** meanings, and analyze how specific word choices shape meaning or tone. A-Literacy.C CRA.R.4 EXPECTATION / CCSS.EL Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a SUBSTRAND section, chapter, scene, or stanza) relate to each other and the whole. A-Literacy.C CRA.R.5 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading STANDARD / A-**DOMAIN / PART Literacy.** CCRA.R. **PERFORMANC** Integration of Knowledge and Ideas E STANDARD / MODE EXPECTATION / CCSS.EL Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well SUBSTRAND as in words. A-Literacy.C CRA.R.7 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading STANDARD / A-**DOMAIN / PART Literacy.** CCRA.R. **PERFORMANC** Range of Reading and Level of Text Complexity E STANDARD / MODE EXPECTATION / CCSS.EL Read and comprehend complex literary and informational texts independently and proficiently. **SUBSTRAND** A-Literacy.C CRA.R.10 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Writing STANDARD / A-DOMAIN / PART Literacy. CCRA.W. **PERFORMANC Text Types and Purposes** E STANDARD / MODE EXPECTATION / CCSS.EL Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately SUBSTRAND through the effective selection, organization, and analysis of content. A-Literacy.C CRA.W.2 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Writing STANDARD / A-DOMAIN / PART Literacy. CCRA.W. **PERFORMANC Production and Distribution of Writing** E STANDARD / MODE

EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing

PERFORMANC E STANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Writing STANDARD / A-DOMAIN / PART Literacy. CCRA.W.

PERFORMANC E ST ANDARD MODE		Range of Writing
EXPECTATION SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.1	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 tasks, purposes, and audiences.

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Speaking and Listening STANDARD / A-DOMAIN / PART Literacy. CCRA.SL.

CRA.SL.1

PERFORMANC E STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Speaking and Listening STANDARD / A-DOMAIN / PART Literacy.

CCRA.SL.

PERFORMANC E ST ANDARD / MODE		Presentation of Knowledge and Ideas
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Language STANDARD / A-

DOMAIN / PART Literacy.

CCRA.L.

PERFORMANC E STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / SUBSTRAND	CCSS.EL A-	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Literacy.C CRA.L.2

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Language STANDARD / A-DOMAIN / PART Literacy. CCRA.L.

PERFORMANC E ST ANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	CCSS.EL A-	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Language STANDARD / A-

DOMAIN / PART Literacy. CCRA.L.

Literacy.C CRA.L.3

PERFORMANC	Vocabulary Acquisition and Use
E STANDARD /	
MODE	

EXPECTATION / CCSS.E. Determine or classify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. Library, C GRAL.4  EXPECTATION / CCSS.E. Acquire and the accurately a name of general academic and domain-specific words and phrases softient for reading, writing, speaking, and issenting at the college and current readiness level demonstrate independence in Library, C garbering vocabulary leveledge when encountering an unknown turn important to comprehension or expression.  CACCERT Reading Standards for informational Text.  CACCERT Reading Standards for informational Text.  SUBSTRAND  RIS.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  SUBSTRAND  RIS.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text substrainably carried to the substrainably of th			
A reading, writing, speaking, and listening at the college and carear readiness level; demonstrate independence in Lieracy CRAL6  CONTENT STANDARD / CA.CC.RI Reading Standards for Informational Text    CONTENT STANDARD / C.		A- Literacy.C	
STANDARD / DOMAIN / PART  PERFORMANC E STANDARD/ MODE  EXPECTATION / RI.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. SUBSTRAND  EXPECTATION / RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.  EXPECTATION / RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecotors).  CONTENT STANDARD / G.  CONTENT GA.CC.RI Reading Standards for informational Text (e.g., through examples)  EXPECTATION / RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (See grade 6 Language standards 4–6 for additional expectations.) CA  CONTENT GA.CC.RI Reading Standards for Informational Text (e.g., through examples)  EXPECTATION / RI.6.1. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (See grade 6 Language standards 4–6 for additional expectations.) CA  CONTENT CA.CC.RI Reading Standards for Informational Text (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.  EXPECTATION / RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.  CONTENT GA.CC.W. Writing Standards (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.  EXPECTATION / RI.6.2. Write informativelexplanatory texts to examine a topic and convey ideas, concepts, and information		A- Literacy.C	reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in
EXPECTATION / RI6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text SUBSTRAND  EXPECTATION / RI6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.  EXPECTATION / RI6.2. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).  CONTENT STANDARD / G.  CONTENT STANDARD / G.  EXPECTATION / RI6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (See grade 6 Language standards 4–6 for additional expectations.) CA  CONTENT STANDARD / G.  CONTENT STANDARD / G.  CONTENT STANDARD / G.  CA.CC.RI Reading Standards for Informational Text / G.  CONTENT STANDARD / G.  CA.CC.RI Reading Standards for Informational Text / G.  CONTENT STANDARD / G.  CA.CC.RI Reading Standards for Informational Text / G.  CONTENT STANDARD / G.  CA.CC.RI Reading Standards for Informational Text / G.  CONTENT STANDARD / G.  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.  CONTENT STANDARD / G.  CA.CC.W. Writing Standards / G.  EXPECTATION / G.  EXPECTATION / W.6.2. Writing Standards / G.  EXPECTATION / W.6.2. Writing Standards / G.  Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information	STANDARD /	_	Reading Standards for Informational Text
EXPECTATION / RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.  EXPECTATION / RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).  CONTENT STANDARD / .6.  CACC.RI Reading Standards for Informational Text DOMAIN / PART / .6.  Craft and Structure  EXPECTATION / RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (See grade 6 Language standards 4–6 for additional expectations.) CA  CONTENT STANDARD / .6.  CACC.RI Reading Standards for Informational Text DOMAIN / PART   .6.  CACC.RI Reading Standards for Informational Text DOMAIN / PART   .6.  Integration of Knowledge and Ideas  EXPECTATION / RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.  CACC.W. Writing Standards   Text Types and Purposes  EXPECTATION   Wi.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information	E STANDARD /		Key Ideas and Details
distinct from personal opinions or judgments.  EXPECTATION / RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).  CA.CC.RI Reading Standards for Informational Text DOMAIN / PART  CA.CC.RI Reading Standards for Informational Text  CA.CC.RI Reading Standards for Information Formation for Information		RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
SUBSTRAND  examples or anecdotes).  CACC.RI Reading Standards for Informational Text STANDARD / 6.  PERFORMANC E STANDARD / MODE  EXPECTATION / RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (See grade 6 Language standards 4–6 for additional expectations.) CA  CONTENT STANDARD / DOMAIN / PART  PERFORMANC E STANDARD / MODE  EXPECTATION / RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.  CONTENT STANDARD / DOMAIN / PART  CACC.W. Writing Standards  CACC.W. Writing Standards  CACC.W. Writing Standards  CACC.W. Writing Standards  6.  EXPECTATION / SUBSTRAND  CACC.W. Writing Standards  CACC.W. Writing Standards  6.  EXPECTATION   W.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information		RI.6.2.	
PERFORMANC EXPECTATION / RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (See grade 6 Language standards 4–6 for additional expectations.) CA  CONTENT STANDARD / DOMAIN / PART  CA.CC.RI Reading Standards for Informational Text .6.  Integration of Knowledge and Ideas  EXPECTATION / RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.  CONTENT STANDARD / DOMAIN / PART  CA.CC.W. Writing Standards 6.  Text Types and Purposes  EXPECTATION   W.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information		RI.6.3.	
EXPECTATION / RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (See grade 6 Language standards 4–6 for additional expectations.) CA  CONTENT STANDARD / BOMAIN / PART  CA.CC.RI Reading Standards for Informational Text  6. Integration of Knowledge and Ideas  EXPECTATION / SUBSTRAND  RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.  CONTENT STANDARD / BOMAIN / PART  CA.CC.W. Writing Standards  6. Text Types and Purposes  EXPECTATION W.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information	STANDARD /		Reading Standards for Informational Text
CONTENT STANDARD / DOMAIN / PART  CA.CC.RI Reading Standards for Informational Text 6. Integration of Knowledge and Ideas  EXPECTATION / SUBSTRAND  CA.CC.W. Writing Standards  Text Types and Purposes  EXPECTATION / MODE  EXPECTATION / STANDARD / MODE  EXPECTATION / Wite informative/explanatory texts to examine a topic and convey ideas, concepts, and information	E STANDARD /		Craft and Structure
PERFORMANC E STANDARD / MODE  EXPECTATION / SUBSTRAND  CA.CC.W. Writing Standards  Text Types and Purposes  EXPECTATION / MODE  EXPECTATION / STANDARD / MODE  CA.CC.W. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information		RI.6.4.	
EXPECTATION / RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.  CONTENT STANDARD / DOMAIN / PART  CA.CC.W. Writing Standards 6.  PERFORMANC E STANDARD / MODE  Text Types and Purposes  EXPECTATION W.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information	STANDARD /		Reading Standards for Informational Text
CONTENT CA.CC.W. Writing Standards STANDARD / 6.  PERFORMANC E STANDARD / MODE  EXPECTATION W.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information	E STANDARD /		Integration of Knowledge and Ideas
STANDARD / 6.  DOMAIN / PART  PERFORMANC E STANDARD / MODE  EXPECTATION W.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information		RI.6.7.	
E STANDARD / MODE  EXPECTATION W.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information	STANDARD /		Writing Standards
EXPECTATION   W.6.2.   Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	E STANDARD /		Text Types and Purposes
		W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

FOUNDATION / PROFICIENCY LEVEL	W.6.2.a.	Introduce a topic or thesis statement; 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. CA
FOUNDATION / PROFICIENCY LEVEL	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
FOUNDATION / PROFICIENCY LEVEL	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

CONTENT CA.CC.W. Writing Standards STANDARD / 6. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / SUBSTRAND	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
EXPECTATION / SUBSTRAND	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

## CONTENT CA.CC.W. Writing Standards STANDARD / 6. DOMAIN / PART

PERFORMANC E STANDARD / MODE	Research to Build and Present Knowledge
EXPECTATION / W.6.7. SUBSTRAND	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

# CONTENT CA.CC.W. Writing Standards STANDARD / 6. DOMAIN / PART

PERFORMANC E ST ANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

# CONTENT CA.CC.SL Speaking and Listening Standards STANDARD / .6. DOMAIN / PART

PERFORMANC E STANDARD / MODE	Comprehension and Collaboration
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EXPECTATION / SUBSTRAND	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
FOUNDATION / PROFICIENCY LEVEL	SL.6.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
FOUNDATION / PROFICIENCY LEVEL	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
FOUNDATION / PROFICIENCY LEVEL	SL.6.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

#### CONTENT STANDARD / **DOMAIN / PART**

#### **CA.CC.SL Speaking and Listening Standards**

PERFORMANC Presentation of Knowledge and Ideas E STANDARD / MODE Present claims and findings (e.g., argument, narrative, informative, response to literature presentations), sequencing ideas logically and using pertinent descriptions, facts, and details and **EXPECT ATION** SL.6.4. / SUBSTRAND nonverbal elements to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.CA

FOUNDATION / **PROFICIENCY LEVEL** 

**DOMAIN / PART** 

**DOMAIN / PART** 

SL.6.4.a. Plan and deliver an informative/explanatory presentation that: develops a topic with relevant facts, definitions, and concrete details; uses appropriate transitions to clarify relationships; uses precise language and domain specific vocabulary; and provides a strong conclusion. CA

#### CONTENT CA.CC.SL Speaking and Listening Standards STANDARD / .6.

PERFORMANC E ST ANDARD / MODE		Presentation of Knowledge and Ideas
EXPECTATION / SUBSTRAND	SL.6.6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)

#### CONTENT CA.CC.L. Language Standards STANDARD /

PERFORMANC E STANDARD / MODE		Conventions of Standards English
EXPECTATION / SUBSTRAND	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
FOUNDATION / PROFICIENCY LEVEL	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
FOUNDATION /	L.6.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use

**PROFICIENCY LEVEL** 

strategies to improve expression in conventional language.

CONTENT CA.CC.L. Language Standards STANDARD / 6. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Conventions of Standards English
EXPECTATION / SUBSTRAND	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

FOUNDATION / L.6.2.b. Spell correctly.

PROFICIENCY LEVEL

CONTENT CA.CC.L. Language Standards

ST ANDARD / **DOMAIN / PART** 

PERFORMANC E STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
FOUNDATION / PROFICIENCY LEVEL	L.6.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
FOUNDATION / PROFICIENCY	L.6.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

CONTENT

CA.CC.L. Language Standards

STANDARD / 6. **DOMAIN / PART** 

PERFORMANC E ST ANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

California Content Standards Language Arts Grade 6 - Adopted: 2013

CCSS.EL College and Career Readiness Anchor Standards for Reading

CONTENT STANDARD /

A-

CRA.R.2

DOMAIN / PART Literacy. CCRA.R.

PERFORMANC E STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	CCSS.EL A-	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

EXPECTATION / CCSS.EL Analyze how and why individuals, events, or ideas develop and interact over the course of a text. **SUBSTRAND** Literacy.C CRA.R.3 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading STANDARD / DOMAIN / PART Literacy. CCRA.R. **PERFORMANC** Craft and Structure E STANDARD / MODE EXPECTATION / CCSS.EL Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative **SUBSTRAND** meanings, and analyze how specific word choices shape meaning or tone. A-Literacy.C CRA.R.4 EXPECTATION / CCSS.EL Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a SUBSTRAND Asection, chapter, scene, or stanza) relate to each other and the whole. Literacy.C CRA.R.5 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading STANDARD / DOMAIN / PART Literacy. CCRA.R. **PERFORMANC** Integration of Knowledge and Ideas E STANDARD / MODE EXPECTATION / CCSS.EL Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well **SUBSTRAND** Aas in words. Literacy.C CRA.R.7 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading STANDARD / DOMAIN / PART Literacy. CCRA.R. **PERFORMANC** Range of Reading and Level of Text Complexity E STANDARD / MODE EXPECTATION / CCSS.EL Read and comprehend complex literary and informational texts independently and proficiently. **SUBSTRAND** A-Literacy.C CRA.R.10 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Writing STANDARD / A-DOMAIN / PART Literacy. CCRA.W. **PERFORMANC Text Types and Purposes** E STANDARD / MODE EXPECTATION / CCSS.EL Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately SUBSTRAND through the effective selection, organization, and analysis of content. Literacy.C

CRA.W.2

CONTENT STANDARD / CCSS.EL College and Career Readiness Anchor Standards for Writing

**DOMAIN / PART Literacy.** 

CCRA.W.

PERFORMANC E ST ANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

CONTENT STANDARD / CCSS.EL College and Career Readiness Anchor Standards for Writing

**DOMAIN / PART Literacy.** 

CCRA.W.

PERFORMANC E STANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C	Draw evidence from literary or informational texts to support analysis, reflection, and research.

CONTENT STANDARD / CCSS.EL College and Career Readiness Anchor Standards for Writing

STANDARD / A-DOMAIN / PART Literacy.

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		CCRA

PERFORMANC E STANDARD / MODE	Range of Writing

SUBSTRAND A-

EXPECTATION / CCSS.EL 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 tasks, purposes, and audiences.

> Literacy.C CRA.W.1 0

CRA.W.9

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Speaking and Listening STANDARD / A-**DOMAIN / PART Literacy.** 

CCRA.SL.

**PERFORMANC** Comprehension and Collaboration E STANDARD / MODE EXPECTATION / CCSS.EL Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building SUBSTRAND on others' ideas and expressing their own clearly and persuasively. Literacy.C CRA.SL.1

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Speaking and Listening STANDARD /

DOMAIN / PART Literacy. CCRA.SL.

**PERFORMANC** Presentation of Knowledge and Ideas E STANDARD / MODE EXPECTATION / CCSS.EL Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the **SUBSTRAND** Aorganization, development, and style are appropriate to task, purpose, and audience. Literacy.C CRA.SL.4 EXPECTATION / CCSS.EL Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when **SUBSTRAND** Aindicated or appropriate. Literacy.C

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Language STANDARD / Α-

DOMAIN / PART Literacy. CCRA.L.

CRA.SL.6

PERFORMANC Conventions of Standard English E STANDARD / MODE EXPECTATION / CCSS.EL Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. SUBSTRAND Literacy.C CRA.L.1

EXPECTATION / CCSS.EL Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **SUBSTRAND** 

Literacy.C CRA.L.2

CCRA.L.

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Language STANDARD / A-DOMAIN / PART Literacy.

PERFORMANC

Knowledge of Language E STANDARD / MODE

EXPECTATION / CCSS.EL Apply knowledge of language to understand how language functions in different contexts, to make effective choices SUBSTRAND for meaning or style, and to comprehend more fully when reading or listening. A-Literacy.C CRA.L.3 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Language STANDARD / DOMAIN / PART Literacy. CCRA.L. **PERFORMANC** Vocabulary Acquisition and Use E STANDARD / MODE EXPECTATION / CCSS.EL Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. **SUBSTRAND** A-Literacv.C CRA.L.4 EXPECTATION / CCSS.EL Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for SUBSTRAND reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in A-Literacy.C gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. CRA.L.6 CONTENT CA.CC.RI Reading Standards for Informational Text STANDARD / **DOMAIN / PART PERFORMANC** Key Ideas and Details E STANDARD / MODE EXPECTATION / RI.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **SUBSTRAND** EXPECTATION / RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text **SUBSTRAND** distinct from personal opinions or judgments. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through EXPECTATION / RI.6.3. **SUBSTRAND** examples or anecdotes). CONTENT **CA.CC.RI Reading Standards for Informational Text** STANDARD / **DOMAIN / PART Craft and Structure PERFORMANC** E STANDARD / MODE EXPECTATION / RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and **SUBSTRAND** technical meanings. (See grade 6 Language standards 4-6 for additional expectations.) CA CONTENT **CA.CC.RI Reading Standards for Informational Text** STANDARD / **DOMAIN / PART** 

PERFORMANC E ST ANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / F	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

### CONTENT CA.CC.W. Writing Standards STANDARD / 6. DOMAIN / PART

PERFORMANC E ST ANDARD / MODE		Text Types and Purposes	
EXPECTATION / SUBSTRAND	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	
FOUNDATION / PROFICIENCY LEVEL	W.6.2.a.	Introduce a topic or thesis statement; 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. CA	
FOUNDATION / PROFICIENCY LEVEL	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	
FOUNDATION / PROFICIENCY LEVEL	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.	

#### CONTENT CA.CC.W. Writing Standards STANDARD / 6. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / SUBSTRAND	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
EXPECTATION / SUBSTRAND	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

#### CONTENT CA.CC.W. Writing Standards STANDARD / 6. DOMAIN / PART

PERFORMANC E STANDARD / MODE	Research to Build and Present Knowledge
EXPECTATION / W.6.7. SUBSTRAND	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

#### CONTENT CA.CC.W. Writing Standards STANDARD / 6. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Range of Writing
EVDECTATION /	W 6 10	Write routingly ever extended time frames (time for research reflection and routing) and charter time frames (a

EXPECTATION / W.6.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a SUBSTRAND single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

#### CONTENT CA.CC.SL Speaking and Listening Standards STANDARD / .6. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
FOUNDATION / PROFICIENCY LEVEL	SL.6.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
FOUNDATION / PROFICIENCY LEVEL	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
FOUNDATION / PROFICIENCY LEVEL	SL.6.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

#### CONTENT CA.CC.SL Speaking and Listening Standards STANDARD $\it I$ .6.

	PERFORMANC E STANDARD / MODE		Presentation of Knowledge and Ideas
/ SUBSTRAND presentat		SL.6.4.	Present claims and findings (e.g., argument, narrative, informative, response to literature presentations), sequencing ideas logically and using pertinent descriptions, facts, and details and nonverbal elements to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.CA
	FOUNDATION / PROFICIENCY LEVEL	SL.6.4.a.	Plan and deliver an informative/explanatory presentation that: develops a topic with relevant facts, definitions, and concrete details; uses appropriate transitions to clarify relationships; uses precise language and domain specific vocabulary; and provides a strong conclusion. CA

# CONTENT CA.CC.SL Speaking and Listening Standards STANDARD / .6. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Presentation of Knowledge and Ideas
EXPECTATION / SUBSTRAND	SL.6.6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)

#### CONTENT CA.CC.L. Language Standards STANDARD / 6. DOMAIN / PART

PERFORMANC E ST ANDARD / MODE		Conventions of Standards English
EXPECTATION / SUBSTRAND	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

FOUNDATION / L.6.1.d. PROFICIENCY LEVEL

**DOMAIN / PART** 

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

FOUNDATION / **PROFICIENCY** 

**LEVEL** 

L.6.1.e.

Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

CONTENT STANDARD / **DOMAIN / PART** 

CA.CC.L. Language Standards

PERFORMANC E STANDARD / MODE		Conventions of Standards English
EXPECTATION / SUBSTRAND	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

FOUNDATION / **PROFICIENCY** LEVEL

L.6.2.b.

Spell correctly.

CONTENT STANDARD /

CA.CC.L. Language Standards

**DOMAIN / PART** 

PERFORMANC E STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
FOUNDATION / PROFICIENCY LEVEL	L.6.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
FOUNDATION /	L.6.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in

**PROFICIENCY LEVEL** 

context or in a dictionary).

CONTENT CA.CC.L. Language Standards STANDARD / **DOMAIN / PART** 

PERFORMANC	
E STANDARD /	
MODE	

**Vocabulary Acquisition and Use** 

EXPECTATION / L.6.6. SUBSTRAND

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

California Content Standards Language Arts Grade 6 - Adopted: 2013

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading STANDARD /

**DOMAIN / PART Literacy.** CCRA.R.

PERFORMANC E STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Reading
PERFORMANC E STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.6	Assess how point of view or purpose shapes the content and style of a text.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Reading
PERFORMANC E STANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Reading
PERFORMANC E STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD /	CCSS.EL A-	College and Career Readiness Anchor Standards for Writing

STANDARD / ADOMAIN / PART Literacy.
CCRA.W.

PERFORMANC E STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E STANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.1	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 tasks, purposes, and audiences.
DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Speaking and Listening
PERFORMANC E STANDARD / MODE		Comprehension and Collaboration

EXPECTATION / CCSS.EL Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**SUBSTRAND** A-

Literacy.C CRA.SL.1

CONTENT STANDARD / **DOMAIN / PART Literacy.** 

CCSS.EL College and Career Readiness Anchor Standards for Speaking and Listening

A-

CCRA.SL.

PERFORMANC
E STANDARD /
MODE

Presentation of Knowledge and Ideas

**SUBSTRAND** 

A-

EXPECTATION / CCSS.EL Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

Literacy.C

CRA.SL.4

SUBSTRAND

A-

EXPECTATION / CCSS.EL Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Literacy.C

CRA.SL.6

CONTENT

CCSS.EL College and Career Readiness Anchor Standards for Language

STANDARD / **DOMAIN / PART Literacy.** 

A-CCRA.L.

**PERFORMANC** E STANDARD / MODE

Conventions of Standard English

EXPECTATION / CCSS.EL Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**SUBSTRAND** 

A-

Literacy.C

CRA.L.1

**SUBSTRAND** 

EXPECTATION / CCSS.EL Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

A-

Literacv.C CRA.L.2

CONTENT STANDARD / CCSS.EL College and Career Readiness Anchor Standards for Language

**DOMAIN / PART Literacy.** 

CCRA.L.

**PERFORMANC** E STANDARD / MODE

Knowledge of Language

**SUBSTRAND** 

A-

EXPECTATION / CCSS.EL Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Literacv.C

CRA.L.3

CONTENT STANDARD / CCSS.EL College and Career Readiness Anchor Standards for Language

DOMAIN / PART Literacy. CCRA.L.

PERFORMANC E STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / SUBSTRAND	A-	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

#### CONTENT CA.CC.R Reading Standards for Literature STANDARD / L.6. DOMAIN / PART

PERFORMANC E ST ANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	RL.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
EXPECTATION / SUBSTRAND	RL.6.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
EXPECTATION / SUBSTRAND	RL.6.3.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

### CONTENT CA.CC.R Reading Standards for Literature STANDARD / L.6. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	RL.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. (See grade 6 Language standards 4–6 for additional expectations.) CA
EXPECTATION / SUBSTRAND	RL.6.5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
EXPECTATION / SUBSTRAND	RL.6.6.	Explain how an author develops the point of view of the narrator or speaker in a text.

## CONTENT CA.CC.R Reading Standards for Literature STANDARD / L.6. DOMAIN / PART

SUBSTRAND

PERFORMANC E ST ANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION /	RL.6.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text

complexity band proficiently, with scaffolding as needed at the high end of the range.

# CONTENT CA.CC.W. Writing Standards STANDARD / 6. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
FOUNDATION / PROFICIENCY LEVEL	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

# CONTENT CA.CC.W. Writing Standards STANDARD / 6. DOMAIN / PART

PERFORMANC E ST ANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	W.6.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
FOUNDATION / PROFICIENCY LEVEL	W.6.3.a.	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
FOUNDATION / PROFICIENCY LEVEL	W.6.3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
FOUNDATION / PROFICIENCY LEVEL	W.6.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
FOUNDATION / PROFICIENCY LEVEL	W.6.3.e.	Provide a conclusion that follows from the narrated experiences or events.

# CONTENT CA.CC.W. Writing Standards STANDARD / 6. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / SUBSTRAND	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
EXPECTATION / SUBSTRAND	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

#### CONTENT CA.CC.W. Writing Standards STANDARD / 6. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

CONTENT CA.CC.W. Writing Standards STANDARD / 6.
DOMAIN / PART

PERFORMANC E STANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CONTENT CA.CC.SL Speaking and Listening Standards STANDARD / .6.

DOMAIN / PART

PERFORMANC E STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
FOUNDATION / PROFICIENCY LEVEL	SL.6.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
FOUNDATION / PROFICIENCY LEVEL	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
FOUNDATION / PROFICIENCY LEVEL	SL.6.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

#### CONTENT CA.CC.SL Speaking and Listening Standards STANDARD / .6.

**DOMAIN / PART** 

PERFORMANC E STANDARD / MODE	Presentation of Knowledge and Ideas
EXPECT ATION / SUBSTRAND	Present claims and findings (e.g., argument, narrative, informative, response to literature presentations), sequencing ideas logically and using pertinent descriptions, facts, and details and nonverbal elements to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.CA

FOUNDATION / SL.6.4.a. Plan and deliver an informative/explanatory presentation that: develops a topic with relevant facts, definitions, and concrete details; uses appropriate transitions to clarify relationships; uses precise language and domain specific vocabulary; and provides a strong conclusion. CA

#### CONTENT CA.CC.SL Speaking and Listening Standards STANDARD / .6.

DOMAIN / PART	.0.	
PERFORMANC E STANDARD / MODE		Presentation of Knowledge and Ideas
EXPECTATION / SUBSTRAND	SL.6.6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 6.	Language Standards
PERFORMANC E STANDARD / MODE		Conventions of Standards English
EXPECTATION / SUBSTRAND	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
FOUNDATION / PROFICIENCY LEVEL	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
FOUNDATION / PROFICIENCY LEVEL	L.6.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 6.	Language Standards
PERFORMANC E ST ANDARD / MODE		Conventions of Standards English
EXPECTATION / SUBSTRAND	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOUNDATION / PROFICIENCY LEVEL	L.6.2.b.	Spell correctly.
CONTENT	CA.CC.L.	Language Standards

# CONTENT CA.CC.L. Language Standards STANDARD / 6. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
FOUNDATION / PROFICIENCY LEVEL	L.6.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
FOUNDATION / PROFICIENCY LEVEL	L.6.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

CONTENT CA.CC.L. Language Standards STANDARD / 6.
DOMAIN / PART

PERFORMANC E ST ANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / L. SUBSTRAND	6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

# California Content Standards Language Arts Grade 6 - Adopted: 2013

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading

STANDARD / A-DOMAIN / PART Literacy.

CCRA.R.

CCRA.R.

CRA.R.6

PERFORMANC E STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading STANDARD / A-DOMAIN / PART Literacy.

PERFORMANC E ST ANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C	Assess how point of view or purpose shapes the content and style of a text.

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading STANDARD / A-

DOMAIN / PART Literacy. CCRA.R.

PERFORMANC E STANDARD / MODE		Integration of Knowledge and Ideas
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EXPECTATION / CCSS.EL Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well SUBSTRAND as in words. A-Literacy.C CRA.R.7 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading STANDARD / **DOMAIN / PART Literacy.** CCRA.R. **PERFORMANC** Range of Reading and Level of Text Complexity E STANDARD / MODE EXPECTATION / CCSS.EL Read and comprehend complex literary and informational texts independently and proficiently. **SUBSTRAND** A-Literacy.C CRA.R.10 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Writing STANDARD / DOMAIN / PART Literacy. CCRA.W. **PERFORMANC Text Types and Purposes** E STANDARD / MODE EXPECTATION / CCSS.EL Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details **SUBSTRAND** Aand well-structured event sequences. Literacy.C CRA.W.3 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Writing STANDARD / **DOMAIN / PART Literacy.** CCRA.W. **PERFORMANC Production and Distribution of Writing** E STANDARD / MODE EXPECTATION / CCSS.EL Produce clear and coherent writing in which the development, organization, and style are appropriate to task, **SUBSTRAND** purpose, and audience. Literacy.C CRA.W.4 EXPECTATION / CCSS.EL Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. **SUBSTRAND** Literacy.C CRA.W.5 EXPECTATION / CCSS.EL Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**SUBSTRAND** 

DOMAIN / PART Literacy.

Literacy.C

CRA.W.6

CCSS.EL College and Career Readiness Anchor Standards for Writing CONTENT STANDARD /

CCRA.W.

PERFORMANC E STANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.1	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 tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Speaking and Listening
PERFORMANC E STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Speaking and Listening
PERFORMANC E STANDARD / MODE		Presentation of Knowledge and Ideas
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language
PERFORMANC E STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CRA.L.2

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Language STANDARD / A-

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DOMAIN / PART	Literacy
	CCRA.L

CCRA.L.

PERFORMANC E STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Language STANDARD / A-DOMAIN / PART Literacy.

PERFORMANC E STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / SUBSTRAND	A-	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

CONTENT CA.CC.R Reading Standards for Literature STANDARD / L.6.

DOMAIN / PART

PERFORMANC E STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	RL.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
EXPECTATION / SUBSTRAND	RL.6.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
EXPECTATION / SUBSTRAND	RL.6.3.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

#### CONTENT CA.CC.R Reading Standards for Literature STANDARD / L.6.

6 for additional expectations.) CA

DOMAIN / PART

PERFORMANC E STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	RL.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. (See grade 6 Language standards 4–

EXPECTATION / SUBSTRAND	RL.6.5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
EXPECTATION / SUBSTRAND	RL.6.6.	Explain how an author develops the point of view of the narrator or speaker in a text.

CONTENT CA.CC.R Reading Standards for Literature STANDARD / L.6.
DOMAIN / PART

PERFORMANC E ST ANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	RL.6.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CONTENT CA.CC.W. Writing Standards STANDARD / 6.
DOMAIN / PART

PERFORMANC E ST ANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
FOUNDATION / PROFICIENCY	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

CONTENT CA.CC.W. Writing Standards STANDARD / 6. DOMAIN / PART

LEVEL

**LEVEL** 

PERFORMANC E ST ANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	W.6.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
FOUNDATION / PROFICIENCY LEVEL	W.6.3.a.	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
FOUNDATION / PROFICIENCY LEVEL	W.6.3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
FOUNDATION / PROFICIENCY LEVEL	W.6.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
FOUNDATION / PROFICIENCY	W.6.3.e.	Provide a conclusion that follows from the narrated experiences or events.

CONTENT CA.CC.W. Writing Standards STANDARD / 6.
DOMAIN / PART

PERFORMANC E STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / SUBSTRAND	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
EXPECTATION / SUBSTRAND	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

#### CONTENT CA.CC.W. Writing Standards STANDARD / 6.

DOMAIN / PART

PERFORMANC E STANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

## CONTENT CA.CC.W. Writing Standards STANDARD / 6. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

# CONTENT CA.CC.SL Speaking and Listening Standards STANDARD / .6. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
FOUNDATION / PROFICIENCY LEVEL	SL.6.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
FOUNDATION / PROFICIENCY LEVEL	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
FOUNDATION / PROFICIENCY LEVEL	SL.6.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

#### CONTENT CA.CC.SL Speaking and Listening Standards STANDARD / .6. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Presentation of Knowledge and Ideas
EXPECTATION / SUBSTRAND	SL.6.4.	Present claims and findings (e.g., argument, narrative, informative, response to literature presentations), sequencing ideas logically and using pertinent descriptions, facts, and details and nonverbal elements to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.CA
FOUNDATION / PROFICIENCY LEVEL	SL.6.4.a.	Plan and deliver an informative/explanatory presentation that: develops a topic with relevant facts, definitions, and concrete details; uses appropriate transitions to clarify relationships; uses precise language and domain specific vocabulary; and provides a strong conclusion. CA

#### CONTENT CA.CC.SL Speaking and Listening Standards STANDARD / .6. DOMAIN / PART

PERFORMANC E ST ANDARD / MODE		Presentation of Knowledge and Ideas
EXPECTATION / SUBSTRAND	SL.6.6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)

#### CONTENT CA.CC.L. Language Standards STANDARD / 6. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Conventions of Standards English
EXPECTATION / SUBSTRAND	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
FOUNDATION / PROFICIENCY LEVEL	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
FOUNDATION / PROFICIENCY LEVEL	L.6.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

### CONTENT CA.CC.L. Language Standards STANDARD / 6. DOMAIN / PART

PERFORMANC E STANDARD / MODE	Conventions of Standards English
EXPECTATION / SUBSTRAND	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

FOUNDATION / L.6.2.b. Spell correctly. PROFICIENCY LEVEL

CONTENT CA.CC.L. Language Standards STANDARD / 6.
DOMAIN / PART

PERFORMANC E STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
FOUNDATION / PROFICIENCY LEVEL	L.6.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
FOUNDATION / PROFICIENCY LEVEL	L.6.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

CONTENT CA.CC.L. Language Standards STANDARD / 6.
DOMAIN / PART

PERFORMANC E STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

#### California Content Standards Language Arts

Grade 6 - Adopted: 2013

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading STANDARD / A-DOMAIN / PART Literacy. CCRA.R.

PERFORMANC E STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading STANDARD / A-DOMAIN / PART Literacy. CCRA.R.

CRA.R.4

PERFORMANC E STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

EXPECTATION / CCSS.EL Assess how point of view or purpose shapes the content and style of a text. **SUBSTRAND** Literacy.C CRA.R.6 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading STANDARD / **DOMAIN / PART Literacy.** CCRA.R. **PERFORMANC** Integration of Knowledge and Ideas E STANDARD / MODE EXPECTATION / CCSS.EL Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well **SUBSTRAND** as in words. A-Literacy.C CRA.R.7 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading STANDARD / DOMAIN / PART Literacy. CCRA.R. **PERFORMANC** Range of Reading and Level of Text Complexity E STANDARD / MODE EXPECTATION / CCSS.EL Read and comprehend complex literary and informational texts independently and proficiently. **SUBSTRAND** A-Literacy.C CRA.R.10 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Writing STANDARD / DOMAIN / PART Literacy. CCRA.W. **PERFORMANC Text Types and Purposes** E STANDARD / MODE EXPECTATION / CCSS.EL Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details **SUBSTRAND** and well-structured event sequences. Literacy.C CRA.W.3 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Writing STANDARD / **DOMAIN / PART Literacy.** CCRA.W. **PERFORMANC Production and Distribution of Writing** E STANDARD / MODE EXPECTATION / CCSS.EL Produce clear and coherent writing in which the development, organization, and style are appropriate to task, **SUBSTRAND** purpose, and audience. Literacy.C CRA.W.4 EXPECTATION / CCSS.EL Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. **SUBSTRAND** Literacy.C

CRA.W.5

EXPECTATION / CCSS.EL Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

SUBSTRAND

Literacy.C CRA.W.6

CONTENT STANDARD / CCSS.EL College and Career Readiness Anchor Standards for Writing

**DOMAIN / PART Literacy.** 

CCRA.W.

**PERFORMANC** E STANDARD / MODE

Range of Writing

**SUBSTRAND** 

A-

EXPECTATION / CCSS.EL 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 tasks, purposes, and audiences.

> Literacy.C CRA.W.1

0

CONTENT STANDARD / **DOMAIN / PART Literacy.** 

CCSS.EL College and Career Readiness Anchor Standards for Speaking and Listening

CCRA.SL.

**PERFORMANC** E STANDARD / MODE

Comprehension and Collaboration

SUBSTRAND

A-

EXPECTATION / CCSS.EL Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

> Literacy.C CRA.SL.1

CONTENT STANDARD / CCSS.EL College and Career Readiness Anchor Standards for Speaking and Listening

**DOMAIN / PART Literacy.** 

CCRA.SL.

**PERFORMANC** E STANDARD / MODE

Presentation of Knowledge and Ideas

**SUBSTRAND** 

A-

EXPECTATION / CCSS.EL Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

> Literacy.C CRA.SL.4

**SUBSTRAND** 

EXPECTATION / CCSS.EL Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

> Literacy.C CRA.SL.6

CONTENT STANDARD / DOMAIN / PART Literacy.

CCSS.EL College and Career Readiness Anchor Standards for Language

CCRA.L.

PERFORMANC E STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language
PERFORMANC E STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language
PERFORMANC E STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / SUBSTRAND	A-	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.6.	Reading Standards for Literature
PERFORMANC E STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	RL.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
EXPECTATION /	RL.6.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of

the text distinct from personal opinions or judgments.

SUBSTRAND

EXPECTATION / RL.6.3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

CONTENT STANDARD / DOMAIN / PART

CA.CC.R Reading Standards for Literature
L.6.

PERFORMANC E ST ANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	RL.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. (See grade 6 Language standards 4–6 for additional expectations.) CA
EXPECTATION / SUBSTRAND	RL.6.5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
EXPECTATION / SUBSTRAND	RL.6.6.	Explain how an author develops the point of view of the narrator or speaker in a text.

CONTENT CA.CC.R Reading Standards for Literature STANDARD / L.6.

DOMAIN / PART

PERFORMANC E STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	RL.6.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CONTENT CA.CC.W. Writing Standards STANDARD / 6.
DOMAIN / PART

PERFORMANC E STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
FOUNDATION /	W 6 2 h	Develop the tonic with relevant facts, definitions, concrete details, quotations, or other information and examples

PROFICIENCY LEVEL

LEVEL

FOUNDATION / W.6.2.b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

CONTENT CA.CC.W. Writing Standards STANDARD / 6.
DOMAIN / PART

PERFORMANC E ST ANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	W.6.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
FOUNDATION / PROFICIENCY	W.6.3.a.	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

FOUNDATION / PROFICIENCY LEVEL	W.6.3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
FOUNDATION / PROFICIENCY LEVEL	W.6.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
FOUNDATION / PROFICIENCY LEVEL	W.6.3.e.	Provide a conclusion that follows from the narrated experiences or events.

CONTENT CA.CC.W. Writing Standards STANDARD / 6.
DOMAIN / PART

PERFORMANC E STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / SUBSTRAND	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
EXPECTATION / SUBSTRAND	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

CONTENT CA.CC.W. Writing Standards STANDARD / 6.
DOMAIN / PART

PERFORMANC E STANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / W SUBSTRAND	V.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

CONTENT CA.CC.W. Writing Standards STANDARD / 6.
DOMAIN / PART

PERFORMANC E STANDARD / MODE		Range of Writing
EXPECTATION /	W 6 10	Write routinely over extended time frames (time for research reflection and revision) and shorter time frames (a

SUBSTRAND single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CONTENT CA.CC.SL Speaking and Listening Standards STANDARD / .6.
DOMAIN / PART

PERFORMANC E STANDARD / MODE	Comprehension and Collaboration
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EXPECTATION / SUBSTRAND	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
FOUNDATION / PROFICIENCY LEVEL	SL.6.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
FOUNDATION / PROFICIENCY LEVEL	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
FOUNDATION / PROFICIENCY LEVEL	SL.6.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

CONTENT CA.CC.SL Speaking and Listening Standards STANDARD / .6.
DOMAIN / PART

PERFORMANC E STANDARD / MODE		Presentation of Knowledge and Ideas
EXPECTATION / SUBSTRAND	SL.6.4.	Present claims and findings (e.g., argument, narrative, informative, response to literature presentations), sequencing ideas logically and using pertinent descriptions, facts, and details and nonverbal elements to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.CA
FOUNDATION / PROFICIENCY LEVEL	SL.6.4.a.	Plan and deliver an informative/explanatory presentation that: develops a topic with relevant facts, definitions, and concrete details; uses appropriate transitions to clarify relationships; uses precise language and domain specific vocabulary; and provides a strong conclusion. CA

# CONTENT CA.CC.SL Speaking and Listening Standards STANDARD / .6. DOMAIN / PART

PERFORMANC E ST ANDARD / MODE		Presentation of Knowledge and Ideas
EXPECTATION / SUBSTRAND	SL.6.6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)

# CONTENT CA.CC.L. Language Standards STANDARD / 6. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Conventions of Standards English
EXPECTATION / SUBSTRAND	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
FOUNDATION / PROFICIENCY LEVEL	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
FOUNDATION / PROFICIENCY LEVEL	L.6.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

CONTENT CA.CC.L. Language Standards STANDARD / 6.
DOMAIN / PART

PERFORMANC E STANDARD / MODE	Conventions of Standards English
EXPECTATION / SUBSTRAND	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

FOUNDATION /
PROFICIENCY

FOUNDATION / L.6.2.b. Spell correctly.

PROFICIENCY LEVEL

CA.CC.L. Language Standards

CONTENT C STANDARD / 6. DOMAIN / PART

DOMAIN / PART

PERFORMANC E STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
FOUNDATION / PROFICIENCY LEVEL	L.6.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
FOUNDATION / PROFICIENCY LEVEL	L.6.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

CONTENT CA.CC.L. Language Standards STANDARD / 6.

PERFORMANC E STANDARD / MODE	Vocabulary Acquisition and Use
EXPECTATION / L.6.6. SUBSTRAND	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

California Content Standards
Language Arts
Grade 6 - Adopted: 2013

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading STANDARD / A-

DOMAIN / PART Literacy. CCRA.R.

PERFORMANC E STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

EXPECTATION / CCSS.EL Analyze how and why individuals, events, or ideas develop and interact over the course of a text. **SUBSTRAND** Literacy.C CRA.R.3 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading STANDARD / DOMAIN / PART Literacy. CCRA.R. **PERFORMANC** Craft and Structure E STANDARD / MODE EXPECTATION / CCSS.EL Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative **SUBSTRAND** meanings, and analyze how specific word choices shape meaning or tone. A-Literacy.C CRA.R.4 EXPECTATION / CCSS.EL Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a SUBSTRAND Asection, chapter, scene, or stanza) relate to each other and the whole. Literacy.C CRA.R.5 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading STANDARD / DOMAIN / PART Literacy. CCRA.R. **PERFORMANC** Integration of Knowledge and Ideas E STANDARD / MODE EXPECTATION / CCSS.EL Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well **SUBSTRAND** Aas in words. Literacy.C CRA.R.7 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading STANDARD / DOMAIN / PART Literacy. CCRA.R. **PERFORMANC** Range of Reading and Level of Text Complexity E STANDARD / MODE EXPECTATION / CCSS.EL Read and comprehend complex literary and informational texts independently and proficiently. **SUBSTRAND** A-Literacy.C CRA.R.10 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Writing STANDARD / A-DOMAIN / PART Literacy. CCRA.W. **PERFORMANC Text Types and Purposes** E STANDARD / MODE EXPECTATION / CCSS.EL Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately SUBSTRAND through the effective selection, organization, and analysis of content. Literacy.C

CRA.W.2

CONTENT STANDARD / CCSS.EL College and Career Readiness Anchor Standards for Writing

DOMAIN / PART Literacy. CCRA.W.

PERFORMANC E STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Writing

STANDARD /

**DOMAIN / PART Literacy.** 

CCRA.W.

CRA.W.6

PERFORMANC E STANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Writing STANDARD /

STANDARD / A-DOMAIN / PART Literacy.

CCRA.W.

CRA.W.1 0

PERFORMANC E STANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C	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 tasks, purposes, and audiences.

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Speaking and Listening STANDARD / A-

**DOMAIN / PART Literacy.** CCRA.SL

> Literacy.C CRA.SL.1

**PERFORMANC** Comprehension and Collaboration E STANDARD / MODE EXPECTATION / CCSS.EL Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building SUBSTRAND on others' ideas and expressing their own clearly and persuasively.

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Language

STANDARD / DOMAIN / PART Literacy. CCRA.L.

**PERFORMANC** E STANDARD / MODE

Conventions of Standard English

**SUBSTRAND** 

EXPECTATION / CCSS.EL Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Literacy.C CRA.L.2

A-

CONTENT STANDARD / CCSS.EL College and Career Readiness Anchor Standards for Language

DOMAIN / PART Literacy. CCRA.L.

PERFORMANC E STANDARD / MODE

Knowledge of Language

SUBSTRAND

EXPECTATION / CCSS.EL Apply knowledge of language to understand how language functions in different contexts, to make effective choices

for meaning or style, and to comprehend more fully when reading or listening.

Literacy.C CRA.L.3

CONTENT STANDARD /

CCSS.EL College and Career Readiness Anchor Standards for Language

Α-DOMAIN / PART Literacy. CCRA.L.

**PERFORMANC** E STANDARD / MODE

Vocabulary Acquisition and Use

**SUBSTRAND** 

**SUBSTRAND** 

EXPECTATION / CCSS.EL Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues,

analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

Literacy.C CRA.L.4

EXPECTATION / CCSS.EL Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for

reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in Literacy.C gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

CRA.L.6

CONTENT STANDARD / **DOMAIN / PART** 

CA.CC.RI Reading Standards for Informational Text

PERFORMANC E STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
EXPECTATION / SUBSTRAND	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
EXPECTATION / SUBSTRAND	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

#### CONTENT CA.CC.RI Reading Standards for Informational Text

STANDARD / .6. DOMAIN / PART

DOMAIN / PART

PROFICIENCY LEVEL

PERFORMANC E STANDARD / MODE	Craft and Structure
EXPECTATION / RI.6.4 SUBSTRAND	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (See grade 6 Language standards 4–6 for additional expectations.) CA

# CONTENT CA.CC.RI Reading Standards for Informational Text STANDARD / .6. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

#### CONTENT CA.CC.W. Writing Standards STANDARD / 6.

PERFORMANC E STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
FOUNDATION / PROFICIENCY LEVEL	W.6.2.a.	Introduce a topic or thesis statement; 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. CA
FOUNDATION / PROFICIENCY LEVEL	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
FOUNDATION /	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

CONTENT CA.CC.W. Writing Standards STANDARD / 6.
DOMAIN / PART

PERFORMANC E ST ANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / SUBSTRAND	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
EXPECTATION / SUBSTRAND	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

CONTENT C. STANDARD / 6. DOMAIN / PART

CA.CC.W. Writing Standards

information for sources.

PERFORMANC
E ST ANDARD / MODE

EXPECTATION / SUBSTRAND

W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

EXPECTATION / W.6.8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or substrainly paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic

CONTENT CA.CC.W. Writing Standards STANDARD / 6.
DOMAIN / PART

PERFORMANC E STANDARD / MODE		Range of Writing
EVENTATION /	VV 0 40	

EXPECTATION / W.6.10. SUBSTRAND

LEVEL

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CONTENT CA.CC.SL Speaking and Listening Standards STANDARD / .6.

DOMAIN / PART

PERFORMANC E STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
FOUNDATION / PROFICIENCY LEVEL	SL.6.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
FOUNDATION / PROFICIENCY	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

FOUNDATION / SL.6.1.c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, **PROFICIENCY** text, or issue under discussion. **LEVEL** CONTENT CA.CC.L. Language Standards STANDARD / **DOMAIN / PART PERFORMANC Conventions of Standards English** E STANDARD / MODE **EXPECTATION** L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or / SUBSTRAND speaking. FOUNDATION / L.6.1.d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). **PROFICIENCY** I FVFI FOUNDATION / L.6.1.e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use **PROFICIENCY** strategies to improve expression in conventional language. I FVFI CONTENT CA.CC.L. Language Standards STANDARD / **DOMAIN / PART PERFORMANC** Conventions of Standards English E STANDARD / MODE **EXPECT ATION** L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and / SUBSTRAND spelling when writing. FOUNDATION / L.6.2.b. Spell correctly. **PROFICIENCY LEVEL** CA.CC.L. Language Standards CONTENT STANDARD / **DOMAIN / PART PERFORMANC Vocabulary Acquisition and Use** E STANDARD / MODE **EXPECTATION** L.6.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade / SUBSTRAND 6 reading and content, choosing flexibly from a range of strategies. FOUNDATION / L.6.4.a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a **PROFICIENCY** clue to the meaning of a word or phrase. **LEVEL** FOUNDATION / L.6.4.d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in **PROFICIENCY** context or in a dictionary). LEVEL CONTENT CA.CC.L. Language Standards STANDARD / **DOMAIN / PART PERFORMANC Vocabulary Acquisition and Use** E STANDARD / MODE

EXPECTATION / L.6.6. **SUBSTRAND** 

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

#### California Content Standards Language Arts

Grade 6 - Adopted: 2013

CONTENT STANDARD / DOMAIN / PART Literacy.

CCSS.EL College and Career Readiness Anchor Standards for Reading

CCRA.R.

**PERFORMANC** E STANDARD / MODE

**Key Ideas and Details** 

**SUBSTRAND** 

A-

EXPECTATION / CCSS.EL Determine central ideas or themes of a text and analyze their development; summarize the key supporting details

and ideas.

Literacy.C CRA.R.2

EXPECTATION / CCSS.EL Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

**SUBSTRAND** 

A-

Literacy.C CRA.R.3

CONTENT

CCSS.EL College and Career Readiness Anchor Standards for Reading

STANDARD / DOMAIN / PART Literacy.

CCRA.R.

**PERFORMANC** E STANDARD /

Craft and Structure

MODE

**SUBSTRAND** 

EXPECTATION / CCSS.EL Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

A-Literacy.C

CRA.R.4

SUBSTRAND

A-Literacy.C

CRA.R.5

EXPECTATION / CCSS.EL Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a

section, chapter, scene, or stanza) relate to each other and the whole.

CONTENT

CCSS.EL College and Career Readiness Anchor Standards for Reading

STANDARD /

DOMAIN / PART Literacy.

CCRA.R.

**PERFORMANC** E STANDARD / MODE

Integration of Knowledge and Ideas

EXPECTATION / **SUBSTRAND** 

CCSS.EL Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well

Literacy.C

CRA.R.7

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading STANDARD / A-**DOMAIN / PART Literacy.** 

**PERFORMANC** E STANDARD / MODE

Range of Reading and Level of Text Complexity

SUBSTRAND

CCRA.R.

EXPECTATION / CCSS.EL Read and comprehend complex literary and informational texts independently and proficiently.

Literacy.C CRA.R.10

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Writing

STANDARD / A-

DOMAIN / PART Literacy.

CCRA.W.

PERFORMANC E STANDARD /

**Text Types and Purposes** 

SUBSTRAND

MODE

EXPECTATION / CCSS.EL Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately

through the effective selection, organization, and analysis of content.

Literacy.C CRA.W.2

CONTENT STANDARD / CCSS.EL College and Career Readiness Anchor Standards for Writing

A-

**DOMAIN / PART Literacy.** 

CCRA.W.

**PERFORMANC** E STANDARD / MODE

**Production and Distribution of Writing** 

EXPECTATION / CCSS.EL Produce clear and coherent writing in which the development, organization, and style are appropriate to task,

**SUBSTRAND** 

purpose, and audience.

Literacy.C

CRA.W.4

**SUBSTRAND** 

A-

EXPECTATION / CCSS.EL Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

A-

Literacy.C

CRA.W.5

SUBSTRAND

EXPECTATION / CCSS.EL Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

A-

Literacy.C

CRA.W.6

CONTENT STANDARD / CCSS.EL College and Career Readiness Anchor Standards for Writing

A-**DOMAIN / PART Literacy.** 

CCRA.W.

**PERFORMANC** E STANDARD / MODE

Research to Build and Present Knowledge

EXPECTATION / CCSS.EL Conduct short as well as more sustained research projects based on focused questions, demonstrating **SUBSTRAND** understanding of the subject under investigation. A-Literacy.C CRA.W.7 EXPECTATION / CCSS.EL Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each **SUBSTRAND** source, and integrate the information while avoiding plagiarism. A-Literacy.C CRA.W.8 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Writing STANDARD / A-**DOMAIN / PART Literacy.** CCRA.W. **PERFORMANC** Range of Writing E STANDARD / MODE EXPECTATION / CCSS.EL Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a SUBSTRAND single sitting or a day or two) for a range of tasks, purposes, and audiences. A-Literacy.C CRA.W.1 0 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Speaking and Listening STANDARD / A-DOMAIN / PART Literacy. CCRA.SL. **PERFORMANC** Comprehension and Collaboration E STANDARD / MODE EXPECTATION / CCSS.EL Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building **SUBSTRAND** on others' ideas and expressing their own clearly and persuasively. A-Literacv.C CRA.SL.1 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Language STANDARD / A-DOMAIN / PART Literacy. CCRA.L. **PERFORMANC** Conventions of Standard English E STANDARD / MODE EXPECTATION / CCSS.EL Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **SUBSTRAND** A-Literacy.C CRA.L.2 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Language STANDARD / A-**DOMAIN / PART Literacy.** CCRA.L. **PERFORMANC** Knowledge of Language E STANDARD / MODE

EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language
PERFORMANC E STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / SUBSTRAND	A-	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI	Reading Standards for Informational Text
PERFORMANC E STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
EXPECTATION / SUBSTRAND	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
EXPECTATION /	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through
SUBSTRAND		examples or anecdotes).
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI .6.	examples or anecdotes).  Reading Standards for Informational Text
CONTENT STANDARD /		
CONTENT STANDARD / DOMAIN / PART PERFORMANC E STANDARD /	.6.	Reading Standards for Informational Text
CONTENT ST ANDARD / DOMAIN / PART  PERFORMANC E ST ANDARD / MODE  EXPECTATION /	RI.6.4.	Reading Standards for Informational Text  Craft and Structure  Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and

# PERFORMANC E ST AND ARD / MODE Integration of Knowledge and Ideas EXPECTATION / RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

#### CONTENT CA.CC.W. Writing Standards STANDARD / 6. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
FOUNDATION / PROFICIENCY LEVEL	W.6.2.a.	Introduce a topic or thesis statement; 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. CA
FOUNDATION / PROFICIENCY LEVEL	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
FOUNDATION / PROFICIENCY LEVEL	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

#### CONTENT CA.CC.W. Writing Standards STANDARD / 6. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / SUBSTRAND	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
EXPECTATION / SUBSTRAND	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

#### CONTENT CA.CC.W. Writing Standards STANDARD / 6. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
EXPECTATION / SUBSTRAND	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

CONTENT CA.CC.W. Writing Standards STANDARD / 6. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND		Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .6.	Speaking and Listening Standards
PERFORMANC E STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
FOUNDATION / PROFICIENCY LEVEL	SL.6.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
FOUNDATION / PROFICIENCY LEVEL	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
FOUNDATION / PROFICIENCY LEVEL	SL.6.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 6.	Language Standards
PERFORMANC E STANDARD / MODE		Conventions of Standards English
EXPECTATION / SUBSTRAND	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
FOUNDATION / PROFICIENCY LEVEL	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
FOUNDATION / PROFICIENCY LEVEL	L.6.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
CONTENT STANDARD /	CA.CC.L. 6.	Language Standards
DOMAIN / PART		
PERFORMANC E STANDARD / MODE		Conventions of Standards English

FOUNDATION / L.6.2.b. Spell correctly.

PROFICIENCY LEVEL CONTENT CA.CC.L. Language Standards STANDARD / 6.
DOMAIN / PART

PERFORMANC E STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
FOUNDATION / PROFICIENCY LEVEL	L.6.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
FOUNDATION / PROFICIENCY LEVEL	L.6.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

CONTENT CA.CC.L. Language Standards STANDARD / 6.
DOMAIN / PART

PERFORMANC E STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

# California Content Standards Language Arts Grade 6 - Adopted: 2013

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading STANDARD / A-

STANDARD / A-DOMAIN / PART Literacy. CCRA.R.

PERFORMANC E STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading STANDARD / A-

DOMAIN / PART Literacy. CCRA.R.

PERFORMANC E ST ANDARD / MODE	Craft and Structure
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EXPECTATION / CCSS.EL Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative **SUBSTRAND** meanings, and analyze how specific word choices shape meaning or tone. A-Literacy.C CRA.R.4 EXPECTATION / CCSS.EL Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a SUBSTRAND section, chapter, scene, or stanza) relate to each other and the whole. A-Literacy.C CRA.R.5 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading STANDARD / A-**DOMAIN / PART Literacy.** CCRA.R. **PERFORMANC** Integration of Knowledge and Ideas E STANDARD / MODE EXPECTATION / CCSS.EL Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well SUBSTRAND as in words. A-Literacy.C CRA.R.7 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading STANDARD / A-**DOMAIN / PART Literacy.** CCRA.R. **PERFORMANC** Range of Reading and Level of Text Complexity E STANDARD / MODE EXPECTATION / CCSS.EL Read and comprehend complex literary and informational texts independently and proficiently. **SUBSTRAND** A-Literacy.C CRA.R.10 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Writing STANDARD / A-DOMAIN / PART Literacy. CCRA.W. **PERFORMANC Text Types and Purposes** E STANDARD / MODE EXPECTATION / CCSS.EL Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately SUBSTRAND through the effective selection, organization, and analysis of content. A-Literacy.C CRA.W.2 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Writing STANDARD / A-DOMAIN / PART Literacy. CCRA.W. **PERFORMANC Production and Distribution of Writing** E STANDARD / MODE

EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Writing STANDARD / A-

DOMAIN / PART Literacy. CCRA.W.

CRA.W.8

CRA.SL.1

PERFORMANC E STANDARD / MODE	Research to Build and Present Knowledge
SUBSTRAND A- Lit	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

EXPECTATION / CCSS.EL Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each SUBSTRAND A- source, and integrate the information while avoiding plagiarism.

Literacy.C

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Writing STANDARD / A-DOMAIN / PART Literacy. CCRA.W.

PERFORMANC E STANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.1	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 tasks, purposes, and audiences.

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Speaking and Listening STANDARD / A-DOMAIN / PART Literacy.

CCRA.SL.

PERFORMANC E STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Language STANDARD / A-DOMAIN / PART Literacy.

CCRA.L.

CCRA.L.

CRA.L.3

PERFORMANC E ST ANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Language STANDARD / A-DOMAIN / PART Literacy.

PERFORMANC E ST ANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Language STANDARD / A-DOMAIN / PART Literacy. CCRA.L.

PERFORMANC E ST ANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / SUBSTRAND	A-	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

CONTENT CA.CC.RI Reading Standards for Informational Text STANDARD / .6.

DOMAIN / PART

PERFORMANC E STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
EXPECTATION / SUBSTRAND	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
EXPECTATION / SUBSTRAND	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

# CONTENT CA.CC.RI Reading Standards for Informational Text STANDARD / .6. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (See grade 6 Language standards 4–6 for additional expectations.) CA

CONTENT CA.CC.RI Reading Standards for Informational Text STANDARD / .6.

DOMAIN / PART

PERFORMANC E STANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

CONTENT CA.CC.W. Writing Standards STANDARD / 6.
DOMAIN / PART

PERFORMANC E STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
FOUNDATION / PROFICIENCY LEVEL	W.6.2.a.	Introduce a topic or thesis statement; 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. CA
FOUNDATION / PROFICIENCY LEVEL	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
FOUNDATION / PROFICIENCY	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

### CONTENT CA.CC.W. Writing Standards STANDARD / 6. DOMAIN / PART

LEVEL

PERFORMANC E STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / SUBSTRAND	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
EXPECTATION / SUBSTRAND	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

## CONTENT CA.CC.W. Writing Standards STANDARD / 6. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
EXPECTATION / SUBSTRAND	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

### CONTENT CA.CC.W. Writing Standards STANDARD / 6. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

# CONTENT CA.CC.SL Speaking and Listening Standards STANDARD / .6. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
FOUNDATION / PROFICIENCY LEVEL	SL.6.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
FOUNDATION / PROFICIENCY LEVEL	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
FOUNDATION / PROFICIENCY LEVEL	SL.6.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

### CONTENT CA.CC.L. Language Standards STANDARD / 6. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Conventions of Standards English
EXPECTATION / SUBSTRAND	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

FOUNDATION / L.6.1.c. PROFICIENCY LEVEL Recognize and correct inappropriate shifts in pronoun number and person.

FOUNDATION / PROFICIENCY LEVEL	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
FOUNDATION / PROFICIENCY LEVEL	L.6.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 6.	Language Standards
PERFORMANC E ST ANDARD / MODE		Conventions of Standards English
EXPECTATION / SUBSTRAND	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOUNDATION / PROFICIENCY LEVEL	L.6.2.b.	Spell correctly.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 6.	Language Standards
PERFORMANC E ST ANDARD / MODE		Vocabulary Acquisition and Use
PERFORMANC E STANDARD /	L.6.4.	Vocabulary Acquisition and Use  Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
PERFORMANC E STANDARD / MODE	<b>L.6.4.</b> L.6.4.a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade
PERFORMANC E ST AND ARD / MODE EXPECT AT ION / SUBSTRAND FOUNDATION / PROFICIENCY		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
PERFORMANC E ST AND ARD / MODE  EXPECT ATION / SUBSTRAND  FOUNDATION / PROFICIENCY LEVEL  FOUNDATION / PROFICIENCY	L.6.4.a. L.6.4.d.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.  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 (e.g., by checking the inferred meaning in
PERFORMANC E STANDARD / MODE  EXPECTATION / SUBSTRAND  FOUNDATION / PROFICIENCY LEVEL  FOUNDATION / PROFICIENCY LEVEL  CONTENT STANDARD /	L.6.4.a. L.6.4.d.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.  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 (e.g., by checking the inferred meaning in context or in a dictionary).

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CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading STANDARD / A-**DOMAIN / PART Literacy.** 

**PERFORMANC** E STANDARD / MODE

**Key Ideas and Details** 

SUBSTRAND

CCRA.R.

EXPECTATION / CCSS.EL Determine central ideas or themes of a text and analyze their development; summarize the key supporting details

A-

Literacy.C CRA.R.2

EXPECTATION / CCSS.EL Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

**SUBSTRAND** A-

Literacy.C CRA.R.3

CONTENT STANDARD / CCSS.EL College and Career Readiness Anchor Standards for Reading

DOMAIN / PART Literacy.

CCRA.R.

**PERFORMANC** E STANDARD / MODE

Craft and Structure

**SUBSTRAND** 

A-

EXPECTATION / CCSS.EL Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative

meanings, and analyze how specific word choices shape meaning or tone.

Literacy.C CRA.R.4

CONTENT STANDARD / CCSS.EL College and Career Readiness Anchor Standards for Reading

**DOMAIN / PART Literacy.** CCRA.R.

**PERFORMANC** E STANDARD / MODE

Integration of Knowledge and Ideas

EXPECTATION / **SUBSTRAND** 

CCSS.EL Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well

Literacy.C

CRA.R.7

CONTENT

CCSS.EL College and Career Readiness Anchor Standards for Reading

STANDARD / **DOMAIN / PART Literacy.** 

A-

CCRA.R.

**PERFORMANC** E STANDARD / MODE

Range of Reading and Level of Text Complexity

EXPECTATION / CCSS.EL Read and comprehend complex literary and informational texts independently and proficiently.

**SUBSTRAND** 

Literacy.C

CRA.R.10

CONTENT STANDARD / CCSS.EL College and Career Readiness Anchor Standards for Writing

DOMAIN / PART Literacy.

CCRA.W.

PERFORMANC E ST ANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E STANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E ST ANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.1	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 tasks, purposes, and audiences.

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Language STANDARD / A-DOMAIN / PART Literacy.

PERFORMANC E ST ANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Language STANDARD / ADOMAIN / RAPT Literacy

CCRA.L.

DOMAIN / PART Literacy. CCRA.L.

E STANDARD / MODE		Knowledge of Language
EXPECTATION /	CCSS.EL	Apply knowledge of language to understand how language functions in different contexts, to make effective choices
SUBSTRAND	A-	for meaning or style, and to comprehend more fully when reading or listening.
	Literacy.C	
	CRA.L.3	

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Language STANDARD / A-DOMAIN / PART Literacy. CCRA.L.

PERFORMANC E ST ANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / SUBSTRAND	A-	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

CONTENT CA.CC.RI Reading Standards for Informational Text STANDARD / .6.

DOMAIN / PART

PERFORMANC E STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
EXPECTATION / SUBSTRAND	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
EXPECTATION / SUBSTRAND	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

# CONTENT CA.CC.RI Reading Standards for Informational Text STANDARD / .6. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (See grade 6 Language standards 4–6 for additional expectations.) CA

CONTENT CA.CC.RI Reading Standards for Informational Text STANDARD / .6.

DOMAIN / PART

PERFORMANC E STANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

CONTENT CA.CC.W. Writing Standards STANDARD / 6.
DOMAIN / PART

PERFORMANC E STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
FOUNDATION / PROFICIENCY LEVEL	W.6.2.a.	Introduce a topic or thesis statement; 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. CA
FOUNDATION / PROFICIENCY LEVEL	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
FOUNDATION / PROFICIENCY	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

### CONTENT CA.CC.W. Writing Standards STANDARD / 6. DOMAIN / PART

LEVEL

PERFORMANC E STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / SUBSTRAND	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
EXPECTATION / SUBSTRAND	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

CONTENT CA.CC.W. Writing Standards STANDARD / 6.
DOMAIN / PART

EXPECTATION / SUBSTRAND

L.6.4.

DOMAIN / PART	
PERFORMANC E STANDARD / MODE	Research to Build and Present Knowledge
EXPECTATION / W.6 SUBSTRAND	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
CONTENT CA. STANDARD / 6. DOMAIN / PART	CC.W. Writing Standards
PERFORMANC E STANDARD / MODE	Range of Writing
EXPECTATION / W.6 SUBSTRAND	3.10. 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.
CONTENT CA. STANDARD / 6. DOMAIN / PART	CC.L. Language Standards
PERFORMANC E ST ANDARD / MODE	Conventions of Standards English
EXPECTATION L.6	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
FOUNDATION / L.6 PROFICIENCY LEVEL	.1.d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
FOUNDATION / L.6 PROFICIENCY LEVEL	.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.
CONTENT CA. STANDARD / 6. DOMAIN / PART	CC.L. Language Standards
PERFORMANC E STANDARD / MODE	Conventions of Standards English
EXPECTATION L.6	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOUNDATION / L.6 PROFICIENCY LEVEL	.2.b. Spell correctly.
CONTENT CA. STANDARD / 6. DOMAIN / PART	CC.L. Language Standards
PERFORMANC	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.

FOUNDATION / PROFICIENCY LEVEL	L.6.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
FOUNDATION / PROFICIENCY LEVEL	L.6.4.c.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
FOUNDATION / PROFICIENCY LEVEL	L.6.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

CONTENT CA.CC.L. Language Standards STANDARD / 6.
DOMAIN / PART

PERFORMANC E STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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# California Content Standards Language Arts Grade 6 - Adopted: 2013

CCSS.EL College and Career Readiness Anchor Standards for Reading

STANDARD /

CONTENT

A-

DOMAIN / PART Literacy.

CCRA.R.

PERFORMANC E STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading STANDARD / A-DOMAIN / PART Literacy. CCRA.R.

PERFORMANC E STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading STANDARD / A-**DOMAIN / PART Literacy.** 

CCRA.R.

**PERFORMANC** E STANDARD / MODE

Integration of Knowledge and Ideas

SUBSTRAND

A-

Literacy.C

EXPECTATION / CCSS.EL Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

CRA.R.7

CONTENT

CCSS.EL College and Career Readiness Anchor Standards for Reading

STANDARD /

DOMAIN / PART Literacy.

CCRA.R.

PERFORMANC E STANDARD / MODE

Range of Reading and Level of Text Complexity

EXPECTATION / CCSS.EL Read and comprehend complex literary and informational texts independently and proficiently.

SUBSTRAND

Literacy.C CRA.R.10

CONTENT

CCSS.EL College and Career Readiness Anchor Standards for Writing

STANDARD /

A-

**DOMAIN / PART Literacy.** 

CCRA.W.

**PERFORMANC** E STANDARD / MODE

**Text Types and Purposes** 

EXPECTATION / CCSS.EL Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately **SUBSTRAND** 

A-

through the effective selection, organization, and analysis of content.

Literacy.C CRA.W.2

CONTENT

CCSS.EL College and Career Readiness Anchor Standards for Writing

STANDARD / DOMAIN / PART Literacy.

CCRA.W.

**PERFORMANC** E STANDARD / MODE

**Production and Distribution of Writing** 

**SUBSTRAND** 

EXPECTATION / CCSS.EL Produce clear and coherent writing in which the development, organization, and style are appropriate to task,

purpose, and audience.

Literacy.C

CRA.W.4

EXPECTATION / CCSS.EL Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

SUBSTRAND

Literacy.C CRA.W.5

EXPECTATION / CCSS.EL Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. **SUBSTRAND** Literacy.C CRA.W.6 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Writing STANDARD / **DOMAIN / PART Literacy.** CCRA.W. **PERFORMANC** Research to Build and Present Knowledge E STANDARD / MODE EXPECTATION / CCSS.EL Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each **SUBSTRAND** Asource, and integrate the information while avoiding plagiarism. Literacy.C CRA.W.8 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Writing STANDARD / DOMAIN / PART Literacy. CCRA.W. **PERFORMANC** Range of Writing E STANDARD / MODE EXPECTATION / CCSS.EL Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a **SUBSTRAND** single sitting or a day or two) for a range of tasks, purposes, and audiences. Literacy.C CRA.W.1 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Language STANDARD / **DOMAIN / PART Literacy.** CCRA.L. **PERFORMANC** Conventions of Standard English E STANDARD / MODE EXPECTATION / CCSS.EL Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **SUBSTRAND** A-Literacy.C CRA.L.2 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Language STANDARD / DOMAIN / PART Literacy. CCRA.L. **PERFORMANC** Knowledge of Language E STANDARD / MODE EXPECTATION / CCSS.EL Apply knowledge of language to understand how language functions in different contexts, to make effective choices **SUBSTRAND** for meaning or style, and to comprehend more fully when reading or listening. Literacy.C CRA.L.3

# CONTENT CCSS.EL College and Career Readiness Anchor Standards for Language STANDARD / A-DOMAIN / PART Literacy. CCRA.L.

PERFORMANC E STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / SUBSTRAND	A-	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

# CONTENT CA.CC.RI Reading Standards for Informational Text STANDARD / .6. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
EXPECTATION / SUBSTRAND	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
EXPECTATION / SUBSTRAND	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

# CONTENT CA.CC.RI Reading Standards for Informational Text STANDARD / .6. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (See grade 6 Language standards 4–6 for additional expectations.) CA

### CONTENT CA.CC.RI Reading Standards for Informational Text STANDARD / .6. DOMAIN / PART

PERFORMANC E ST ANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

CONTENT CA.CC.W. Writing Standards STANDARD / 6.
DOMAIN / PART

PERFORMANC E ST ANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
FOUNDATION / PROFICIENCY LEVEL	W.6.2.a.	Introduce a topic or thesis statement; 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. CA
FOUNDATION / PROFICIENCY LEVEL	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
FOUNDATION / PROFICIENCY LEVEL	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

#### CONTENT STANDARD / DOMAIN / PART

**SUBSTRAND** 

CA.CC.W. Writing Standards

**PERFORMANC Production and Distribution of Writing** E STANDARD / MODE

EXPECTATION / W.6.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

EXPECTATION / W.6.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, SUBSTRAND 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.)

EXPECTATION / W.6.6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with SUBSTRAND others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

CONTENT **CA.CC.W. Writing Standards** STANDARD / **DOMAIN / PART** 

PERFORMANC E STANDARD / MODE	Research to Build and Present Knowledge
EXPECTATION / W.6.7. SUBSTRAND	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

#### CONTENT CA.CC.W. Writing Standards STANDARD / **DOMAIN / PART**

PERFORMANC E STANDARD / MODE	Range of Writing				

EXPECTATION / W.6.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a SUBSTRAND single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CONTENT CA.CC.L. Language Standards STANDARD / **DOMAIN / PART** 

PERFORMANC E STANDARD / MODE		Conventions of Standards English
EXPECTATION / SUBSTRAND	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
FOUNDATION / PROFICIENCY LEVEL	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
FOUNDATION / PROFICIENCY LEVEL	L.6.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 6.	Language Standards
PERFORMANC E ST ANDARD / MODE		Conventions of Standards English
EXPECTATION / SUBSTRAND	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOUNDATION / PROFICIENCY LEVEL	L.6.2.b.	Spell correctly.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 6.	Language Standards
STANDARD /		Vocabulary Acquisition and Use
STANDARD / DOMAIN / PART PERFORMANC E STANDARD /		
STANDARD / DOMAIN / PART  PERFORMANC E STANDARD / MODE  EXPECTATION	6.	Vocabulary Acquisition and Use  Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade
PERFORMANC E STANDARD / MODE  EXPECTATION / SUBSTRAND  FOUNDATION / PROFICIENCY	6. L.6.4.	Vocabulary Acquisition and Use  Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.  Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a
PERFORMANC E ST ANDARD / MODE  EXPECT ATION / SUBSTRAND  FOUNDATION / PROFICIENCY LEVEL  FOUNDATION / PROFICIENCY	L.6.4.a.  L.6.4.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 (e.g., by checking the inferred meaning in
PERFORMANC E ST ANDARD / MODE  EXPECT AT ION / SUBSTRAND  FOUNDATION / PROFICIENCY LEVEL  FOUNDATION / PROFICIENCY LEVEL  CONTENT ST ANDARD /	L.6.4.a.  L.6.4.d.  CA.CC.L.	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 (e.g., by checking the inferred meaning in context or in a dictionary).

CCSS.EL College and Career Readiness Anchor Standards for Reading CONTENT STANDARD / A-**DOMAIN / PART Literacy.** 

CCRA.R.

**PERFORMANC** E STANDARD / MODE

**Key Ideas and Details** 

SUBSTRAND

EXPECTATION / CCSS.EL Determine central ideas or themes of a text and analyze their development; summarize the key supporting details

and ideas.

Literacy.C CRA.R.2

SUBSTRAND

EXPECTATION / CCSS.EL Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Literacy.C CRA.R.3

CONTENT STANDARD / CCSS.EL College and Career Readiness Anchor Standards for Reading

A-**DOMAIN / PART Literacy.** CCRA.R.

PERFORMANC E STANDARD / MODE

Craft and Structure

SUBSTRAND

A-

EXPECTATION / CCSS.EL Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative

meanings, and analyze how specific word choices shape meaning or tone.

Literacy.C CRA.R.4

CONTENT STANDARD / CCSS.EL College and Career Readiness Anchor Standards for Reading

A-**DOMAIN / PART Literacy.** 

CCRA.R.

PERFORMANC E STANDARD / MODE

Integration of Knowledge and Ideas

SUBSTRAND

EXPECTATION / CCSS.EL Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well

Aas in words.

Literacy.C CRA.R.7

CONTENT STANDARD / CCSS.EL College and Career Readiness Anchor Standards for Reading

A-DOMAIN / PART Literacy. CCRA.R.

**PERFORMANC** E STANDARD / MODE

Range of Reading and Level of Text Complexity

EXPECTATION /

CCSS.EL Read and comprehend complex literary and informational texts independently and proficiently.

**SUBSTRAND** 

Literacy.C

CRA.R.10

CONTENT STANDARD / CCSS.EL College and Career Readiness Anchor Standards for Writing

DOMAIN / PART Literacy.

CCRA.W.

PERFORMANC E ST ANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E STANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.1	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 tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language
PERFORMANC E STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Language STANDARD / A-

SI ANDARD I	Α-
OMAIN / PART	Literacy.
	CCRA.L.

PERFORMANC E STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Language STANDARD / A-

DOMAIN / PART Literacy. CCRA.L.

**DOMAIN / PART** 

DOMAIN / PART

SUBSTRAND

PERFORMANC E STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

# CONTENT CA.CC.R Reading Standards for Literature STANDARD / L.6.

PERFORMANC E STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	RL.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
EXPECTATION / SUBSTRAND	RL.6.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
EXPECTATION / SUBSTRAND	RL.6.3.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

# $\begin{array}{ll} {\rm CONTENT} & {\rm CA.CC.R} \ \ {\rm Reading} \ {\rm Standards} \ {\rm for} \ {\rm Literature} \\ {\rm STANDARD} \ {\it I} & {\rm L.6.} \end{array}$

PERFORMANC E ST ANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION /	RL.6.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text

complexity band proficiently, with scaffolding as needed at the high end of the range.

# CONTENT STANDARD / **DOMAIN / PART**

## CA.CC.W. Writing Standards 6.

PERFORMANC E STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
FOUNDATION / PROFICIENCY LEVEL	W.6.2.a.	Introduce a topic or thesis statement; 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. CA

#### CONTENT STANDARD / **DOMAIN / PART**

CA.CC.W. Writing Standards

PERFORMANC E STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	W.6.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
FOUNDATION / PROFICIENCY LEVEL	W.6.3.a.	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

FOUNDATION / PROFICIENCY **LEVEL** 

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

PROFICIENCY LEVEL

W.6.3.b.

FOUNDATION / W.6.3.d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

# CONTENT STANDARD / **DOMAIN / PART**

CA.CC.W. Writing Standards

PERFORMANC E STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / SUBSTRAND	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
EXPECTATION / SUBSTRAND	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

# CONTENT STANDARD / DOMAIN / PART

CA.CC.W. Writing Standards

PERFORMANC E STANDARD /	Range of Writing
MODE	

EXPECTATION / SUBSTRAND	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 6.	Language Standards
PERFORMANC E STANDARD / MODE		Conventions of Standards English
EXPECTATION / SUBSTRAND	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
FOUNDATION / PROFICIENCY LEVEL	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
FOUNDATION / PROFICIENCY LEVEL	L.6.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 6.	Language Standards
PERFORMANC E STANDARD / MODE		Conventions of Standards English
EXPECTATION / SUBSTRAND	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOUNDATION / PROFICIENCY LEVEL	L.6.2.b.	Spell correctly.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 6.	Language Standards
PERFORMANC E STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
FOUNDATION / PROFICIENCY LEVEL	L.6.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
FOUNDATION / PROFICIENCY LEVEL	L.6.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 6.	Language Standards
PERFORMANC E STANDARD / MODE		Vocabulary Acquisition and Use

EXPECTATION / L.6.6. **SUBSTRAND** 

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

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

# California Content Standards Language Arts

Grade 6 - Adopted: 2013

CONTENT STANDARD / **DOMAIN / PART Literacy.** 

CCSS.EL College and Career Readiness Anchor Standards for Reading

CCRA.R.

PERFORMANC E STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

CONTENT STANDARD /

CCSS.EL College and Career Readiness Anchor Standards for Reading

**DOMAIN / PART Literacy.** 

CCRA.R.

**Craft and Structure** 

**SUBSTRAND** 

A-

EXPECTATION / CCSS.EL Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative

meanings, and analyze how specific word choices shape meaning or tone. Literacy.C

CRA.R.4

SUBSTRAND

EXPECTATION / CCSS.EL Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a

section, chapter, scene, or stanza) relate to each other and the whole.

Literacy.C CRA.R.5

CONTENT

CCSS.EL College and Career Readiness Anchor Standards for Reading

STANDARD / **DOMAIN / PART Literacy.** 

CCRA.R.

PERFORMANC			
E STANDARD /			
MODE			

Integration of Knowledge and Ideas

EXPECTATION / **SUBSTRAND** 

CCSS.EL Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well

Literacy.C CRA.R.7

EXPECTATION / CCSS.EL Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the SUBSTRAND approaches the authors take. A-Literacy.C CRA.R.9 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading STANDARD / **DOMAIN / PART Literacy.** CCRA.R. **PERFORMANC** Range of Reading and Level of Text Complexity E STANDARD / MODE EXPECTATION / CCSS.EL Read and comprehend complex literary and informational texts independently and proficiently. **SUBSTRAND** A-Literacy.C CRA.R.10 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Writing STANDARD / DOMAIN / PART Literacy. CCRA.W. **PERFORMANC Text Types and Purposes** E STANDARD / MODE EXPECTATION / CCSS.EL Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately **SUBSTRAND** Athrough the effective selection, organization, and analysis of content. Literacy.C CRA.W.2 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Writing STANDARD / **DOMAIN / PART Literacy.** CCRA.W. **PERFORMANC Production and Distribution of Writing** E STANDARD / MODE EXPECTATION / CCSS.EL Produce clear and coherent writing in which the development, organization, and style are appropriate to task, **SUBSTRAND** purpose, and audience. Literacy.C CRA.W.4 EXPECTATION / CCSS.EL Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. **SUBSTRAND** Literacy.C CRA.W.5 EXPECTATION / CCSS.EL Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. **SUBSTRAND** A-

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Writing STANDARD / A-DOMAIN / PART Literacy.

Literacy.C CRA.W.6

CCRA.W.

PERFORMANC E ST ANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E STANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.1	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 tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Speaking and Listening
PERFORMANC E STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language
PERFORMANC E STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language
PERFORMANC E STANDARD / MODE		Knowledge of Language

EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language
PERFORMANC E STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / SUBSTRAND	A-	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI	Reading Standards for Informational Text
PERFORMANC E ST ANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
EXPECTATION / SUBSTRAND	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
EXPECTATION /	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through
SUBSTRAND		examples or anecdotes).
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI .6.	examples or anecdotes).  Reading Standards for Informational Text
CONTENT STANDARD /		
CONTENT STANDARD / DOMAIN / PART PERFORMANC E STANDARD /	.6.	Reading Standards for Informational Text
CONTENT ST ANDARD / DOMAIN / PART  PERFORMANC E ST ANDARD / MODE  EXPECTATION /	RI.6.4.	Reading Standards for Informational Text  Craft and Structure  Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and

# PERFORMANC E ST AND ARD / MODE Integration of Knowledge and Ideas EXPECTATION / RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

EXPECTATION / SUBSTRAND

RI.6.9.

Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

CONTENT STANDARD / DOMAIN / PART CA.CC.W. Writing Standards

PERFORMANC	Text Types and Purposes
E STANDARD /	
MODE	

EXPECTATION / SUBSTRAND

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

FOUNDATION / PROFICIENCY LEVEL

W.6.2.a.

Introduce a topic or thesis statement; 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. CA

FOUNDATION /
PROFICIENCY
LEVEL

W.6.2.b.

W.6.2.

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

FOUNDATION / PROFICIENCY LEVEL W.6.2.d.

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

CONTENT STANDARD / DOMAIN / PART **CA.CC.W. Writing Standards** 

DOMAIN / PART

PERFORMANC E ST ANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / SUBSTRAND	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
EXPECTATION / SUBSTRAND	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

CONTENT C STANDARD / 6 DOMAIN / PART

**CA.CC.W. Writing Standards** 

PERFORMANC E STANDARD /

Research to Build and Present Knowledge

MODE

EXPECTATION / W.6.7.

**SUBSTRAND** 

Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

EXPECTATION / W.6.8. SUBSTRAND

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.

# CONTENT CA.CC.W. Writing Standards STANDARD / 6. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	W.6.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
FOUNDATION / PROFICIENCY LEVEL	W.6.9.a.	Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").

CONTENT CA.CC.W. Writing Standards

STANDARD / 6. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CONTENT CA.CC.SL Speaking and Listening Standards STANDARD / .6.
DOMAIN / PART

PERFORMANC E STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
FOUNDATION / PROFICIENCY LEVEL	SL.6.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
FOUNDATION / PROFICIENCY LEVEL	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
FOUNDATION / PROFICIENCY LEVEL	SL.6.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

CONTENT CA.CC.L. Language Standards STANDARD / 6.
DOMAIN / PART

PERFORMANC E STANDARD / MODE		Conventions of Standards English
EXPECTATION / SUBSTRAND	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

FOUNDATION / L.6.1.d.
PROFICIENCY
LEVEL

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

FOUNDATION / Recognize variations from standard English in their own and others' writing and speaking, and identify and use L.6.1.e. **PROFICIENCY** strategies to improve expression in conventional language. **LEVEL** CONTENT CA.CC.L. Language Standards STANDARD / **DOMAIN / PART PERFORMANC** Conventions of Standards English E STANDARD / MODE **EXPECTATION** L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and / SUBSTRAND spelling when writing. FOUNDATION / L.6.2.b. Spell correctly. **PROFICIENCY** I FVFI CONTENT CA.CC.L. Language Standards STANDARD / **DOMAIN / PART PERFORMANC** Vocabulary Acquisition and Use E STANDARD / MODE **EXPECT ATION** L.6.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade / SUBSTRAND 6 reading and content, choosing flexibly from a range of strategies. FOUNDATION / L.6.4.a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a **PROFICIENCY** clue to the meaning of a word or phrase. LEVEL FOUNDATION / L.6.4.d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in **PROFICIENCY** context or in a dictionary). **LEVEL** CONTENT CA.CC.L. Language Standards STANDARD / **DOMAIN / PART PERFORMANC Vocabulary Acquisition and Use** E STANDARD / MODE EXPECTATION / L.6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather SUBSTRAND vocabulary knowledge when considering a word or phrase important to comprehension or expression. UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 14 Page 127-140 California Content Standards

Language Arts
Grade 6 - Adopted: 2013

CCSS.EL College and Career Readiness Anchor Standards for Reading

STANDARD / A-DOMAIN / PART Literacy. CCRA.R.

CONTENT

PERFORMANC E STANDARD /	Key Ideas and Details
E STANDARD I	
MODE	

EXPECTATION / CCSS.EL Determine central ideas or themes of a text and analyze their development; summarize the key supporting details SUBSTRAND and ideas. A-Literacy.C CRA.R.2 EXPECTATION / CCSS.EL Analyze how and why individuals, events, or ideas develop and interact over the course of a text. SUBSTRAND A-Literacy.C CRA.R.3 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading STANDARD / A-**DOMAIN / PART Literacy.** CCRA.R. Craft and Structure **PERFORMANC** E STANDARD / MODE EXPECTATION / CCSS.EL Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative SUBSTRAND meanings, and analyze how specific word choices shape meaning or tone. A-Literacy.C

CRA.R.4

A-

EXPECTATION / CCSS.EL Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a

Literacy.C CRA.R.5

CONTENT STANDARD / **DOMAIN / PART Literacy.** 

SUBSTRAND

CCSS.EL College and Career Readiness Anchor Standards for Reading

section, chapter, scene, or stanza) relate to each other and the whole.

A-CCRA.R.

**PERFORMANC** E STANDARD / MODE

Integration of Knowledge and Ideas

EXPECTATION / SUBSTRAND

A-

CCSS.EL Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well

as in words.

Literacy.C CRA.R.7

SUBSTRAND

EXPECTATION / CCSS.EL Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the

approaches the authors take.

Literacy.C CRA.R.9

Α-

CONTENT STANDARD / CCSS.EL College and Career Readiness Anchor Standards for Reading

A-**DOMAIN / PART Literacy.** CCRA.R.

**PERFORMANC** E STANDARD / MODE

Range of Reading and Level of Text Complexity

**SUBSTRAND** 

EXPECTATION / CCSS.EL Read and comprehend complex literary and informational texts independently and proficiently.

Literacy.C

Α-

CRA.R.10

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Writing STANDARD / A-**DOMAIN / PART Literacy.** 

CCRA.W.

**PERFORMANC** E STANDARD / MODE

**Text Types and Purposes** 

**SUBSTRAND** 

A-

EXPECTATION / CCSS.EL Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately

through the effective selection, organization, and analysis of content.

Literacy.C CRA.W.2

CONTENT STANDARD / **DOMAIN / PART Literacy.** 

CCSS.EL College and Career Readiness Anchor Standards for Writing

CCRA.W.

**PERFORMANC** E STANDARD / MODE

**Production and Distribution of Writing** 

**SUBSTRAND** 

A-

EXPECTATION / CCSS.EL Produce clear and coherent writing in which the development, organization, and style are appropriate to task,

purpose, and audience.

Literacy.C CRA.W.4

**SUBSTRAND** 

A-

EXPECTATION / CCSS.EL Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Literacy.C CRA.W.5

EXPECTATION / CCSS.EL Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**SUBSTRAND** 

A-

Literacy.C

CRA.W.6

CONTENT STANDARD /

CCSS.EL College and Career Readiness Anchor Standards for Writing

A-DOMAIN / PART Literacy.

CCRA.W.

**PERFORMANC** E STANDARD / MODE

Research to Build and Present Knowledge

EXPECTATION /

CCSS.EL Conduct short as well as more sustained research projects based on focused questions, demonstrating

**SUBSTRAND** 

A-

understanding of the subject under investigation. Literacy.C

CRA.W.8

CRA.W.7

**SUBSTRAND** 

EXPECTATION / CCSS.EL Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each

source, and integrate the information while avoiding plagiarism. Literacy.C

CONTENT STANDARD / CCSS.EL College and Career Readiness Anchor Standards for Writing

**DOMAIN / PART Literacy.** 

CCRA.W.

PERFORMANC E ST ANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.1	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 tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Speaking and Listening
PERFORMANC E STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language
PERFORMANC E STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language
PERFORMANC E ST ANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language
PERFORMANC E ST ANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	CCSS.EL	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

SUBSTRAND

A-Literacy.C CRA.L.4

<b>EXPECTATION</b>	/
SUBSTRAND	

CRA.L.6

CCSS.EL Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in Literacy.C gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

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

CONTENT STANDARD / **DOMAIN / PART** 

**CA.CC.RI Reading Standards for Informational Text** 

PERFORMANC E STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
EXPECTATION / SUBSTRAND	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

CONTENT STANDARD / **DOMAIN / PART** 

**DOMAIN / PART** 

SUBSTRAND

EXPECTATION / RI.6.3.

**CA.CC.RI Reading Standards for Informational Text** 

examples or anecdotes).

PERFORMANC E STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (See grade 6 Language standards 4–6 for additional expectations.) CA

**CA.CC.RI Reading Standards for Informational Text** CONTENT STANDARD /

PERFORMANC E STANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
EXPECTATION / SUBSTRAND	RI.6.9.	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

CONTENT CA.CC.W. Writing Standards STANDARD /

PERFORMANC E STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
FOUNDATION /	W.6.2.a.	Introduce a topic or thesis statement; organize ideas, concepts, and information, using strategies such as definition,

**PROFICIENCY LEVEL** 

**DOMAIN / PART** 

classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. CA

FOUNDATION / PROFICIENCY LEVEL	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
FOUNDATION / PROFICIENCY LEVEL	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

CONTENT CA.CC.W.
STANDARD / 6.
DOMAIN / PART

CA.CC.W. Writing Standards

PERFORMANC E STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / SUBSTRAND	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
EXPECTATION / SUBSTRAND	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

CONTENT CA.CC.W. Writing Standards STANDARD / 6.
DOMAIN / PART

PERFORMANC E STANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
EXPECTATION / SUBSTRAND	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

CONTENT CA.CC.W. Writing Standards STANDARD / 6.
DOMAIN / PART

PERFORMANC E STANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	W.6.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

FOUNDATION / W.6.9.a. Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., PROFICIENCY stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").

CONTENT CA.CC.W. Writing Standards STANDARD / 6.
DOMAIN / PART

PERFORMANC E STANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND		Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .6.	Speaking and Listening Standards
PERFORMANC E STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
FOUNDATION / PROFICIENCY LEVEL	SL.6.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
FOUNDATION / PROFICIENCY LEVEL	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
FOUNDATION / PROFICIENCY LEVEL	SL.6.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 6.	Language Standards
PERFORMANC E STANDARD / MODE		Conventions of Standards English
EXPECTATION / SUBSTRAND	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
FOUNDATION / PROFICIENCY LEVEL	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
FOUNDATION / PROFICIENCY LEVEL	L.6.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
CONTENT STANDARD /	CA.CC.L. 6.	Language Standards
DOMAIN / PART		
PERFORMANC E STANDARD / MODE		Conventions of Standards English

FOUNDATION / L.6.2.b. Spell correctly.

PROFICIENCY LEVEL CONTENT CA.CC.L. Language Standards STANDARD / 6.
DOMAIN / PART

PERFORMANC E STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
FOUNDATION / PROFICIENCY LEVEL	L.6.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
FOUNDATION / PROFICIENCY LEVEL	L.6.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

CONTENT CA.CC.L. Language Standards STANDARD / 6.
DOMAIN / PART

PERFORMANC E STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

California Content Standards
Language Arts
Grade 6 - Adopted: 2013

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading STANDARD / A-

DOMAIN / PART Literacy. CCRA.R.

PERFORMANC E ST ANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading

STANDARD / A-DOMAIN / PART Literacy. CCRA.R.

CRA.R.3

PERFORMANC Craft and Structure
E ST ANDARD /
MODE

EXPECTATION / CCSS.EL Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative **SUBSTRAND** meanings, and analyze how specific word choices shape meaning or tone. A-Literacy.C CRA.R.4 EXPECTATION / CCSS.EL Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a SUBSTRAND Asection, chapter, scene, or stanza) relate to each other and the whole. Literacy.C CRA.R.5 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading STANDARD / A-**DOMAIN / PART Literacy.** CCRA.R. **PERFORMANC** Integration of Knowledge and Ideas E STANDARD / MODE EXPECTATION / CCSS.EL Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well SUBSTRAND Aas in words. Literacy.C CRA.R.7 EXPECTATION / CCSS.EL Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the SUBSTRAND approaches the authors take. A-Literacy.C CRA.R.9 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading STANDARD / A-**DOMAIN / PART Literacy.** CCRA.R. **PERFORMANC** Range of Reading and Level of Text Complexity E STANDARD / MODE EXPECTATION / CCSS.EL Read and comprehend complex literary and informational texts independently and proficiently. **SUBSTRAND** A-Literacv.C CRA.R.10 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Writing STANDARD / **DOMAIN / PART Literacy.** CCRA.W. **PERFORMANC Text Types and Purposes** E STANDARD / MODE

EXPECTATION / CCSS.EL Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately

through the effective selection, organization, and analysis of content.

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Writing STANDARD / A-DOMAIN / PART Literacy.

**SUBSTRAND** 

A-

Literacy.C CRA.W.2

CCRA.W.

PERFORMANC E STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E STANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
		Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E STANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.1	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 tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Speaking and Listening
PERFORMANC E STANDARD / MODE		Comprehension and Collaboration

EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language
PERFORMANC E STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language
PERFORMANC E STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language
PERFORMANC E STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / SUBSTRAND	A-	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI .6.	Reading Standards for Informational Text
PERFORMANC E STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

EXPECTATION / SUBSTRAND	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
EXPECTATION / SUBSTRAND	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI	Reading Standards for Informational Text
PERFORMANC E STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (See grade 6 Language standards 4–6 for additional expectations.) CA
CONTENT STANDARD / DOMAIN / PART	.6.	Reading Standards for Informational Text
PERFORMANC E STANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
EXPECTATION / SUBSTRAND	RI.6.9.	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
CONTENT STANDARD / DOMAIN / PART	6.	Writing Standards
PERFORMANC E STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
FOUNDATION / PROFICIENCY LEVEL	W.6.2.a.	Introduce a topic or thesis statement; 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. CA
FOUNDATION / PROFICIENCY LEVEL	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
FOUNDATION / PROFICIENCY LEVEL	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CONTENT STANDARD / DOMAIN / PART	6.	Writing Standards
PERFORMANC E STANDARD / MODE		Production and Distribution of Writing

MODE

EXPECTATION / SUBSTRAND	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / SUBSTRAND	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
EXPECTATION / SUBSTRAND	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

CONTENT CA.CC.W. Writing Standards

STANDARD / DOMAIN / PART

PERFORMANC E ST ANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
EXPECTATION / SUBSTRAND	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

CONTENT CA.CC.W. Writing Standards STANDARD / **DOMAIN / PART** 

PERFORMANC E STANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	W.6.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

PROFICIENCY **LEVEL** 

FOUNDATION / W.6.9.a. Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").

CONTENT CA.CC.W. Writing Standards STANDARD / 6. DOMAIN / PART

PERFORMANC E ST ANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CONTENT **CA.CC.SL Speaking and Listening Standards** STANDARD / **DOMAIN / PART** 

PERFORMANC E STANDARD / MODE	Comprehension and Collaboration
EXPECTATION / SUBSTRAND	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

FOUNDATION / PROFICIENCY LEVEL	SL.6.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
FOUNDATION / PROFICIENCY LEVEL	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
FOUNDATION / PROFICIENCY LEVEL	SL.6.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 6.	Language Standards
PERFORMANC E STANDARD / MODE		Conventions of Standards English
EXPECTATION / SUBSTRAND	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
FOUNDATION / PROFICIENCY LEVEL	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
FOUNDATION / PROFICIENCY LEVEL	L.6.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 6.	Language Standards
PERFORMANC E STANDARD / MODE		Conventions of Standards English
EXPECTATION / SUBSTRAND	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOUNDATION / PROFICIENCY LEVEL	L.6.2.b.	Spell correctly.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 6.	Language Standards
PERFORMANC E ST ANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a

FOUNDATION / L.6.4.a.

clue to the meaning of a word or phrase.

PROFICIENCY

LEVEL

FOUNDATION / **PROFICIENCY** 

L.6.4.d.

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**LEVEL** 

CONTENT

CA.CC.L. Language Standards

STANDARD / **DOMAIN / PART** 

**PERFORMANC** E STANDARD / MODE

Vocabulary Acquisition and Use

EXPECTATION / L.6.6. **SUBSTRAND** 

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

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

# California Content Standards Language Arts

Grade 6 - Adopted: 2013

CONTENT STANDARD / CCSS.EL College and Career Readiness Anchor Standards for Reading

DOMAIN / PART Literacy. CCRA.R.

**PERFORMANC** E STANDARD / MODE

Key Ideas and Details

**SUBSTRAND** 

A-

EXPECTATION / CCSS.EL Determine central ideas or themes of a text and analyze their development; summarize the key supporting details

and ideas.

Literacy.C CRA.R.2

EXPECTATION / CCSS.EL Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

**SUBSTRAND** 

Literacy.C

CRA.R.3

CONTENT STANDARD /

CCSS.EL College and Career Readiness Anchor Standards for Reading

DOMAIN / PART Literacy. CCRA.R.

**PERFORMANC** E STANDARD / Craft and Structure

**SUBSTRAND** 

MODE

EXPECTATION / CCSS.EL Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative

meanings, and analyze how specific word choices shape meaning or tone.

Literacy.C

CRA.R.4

**SUBSTRAND** 

EXPECTATION / CCSS.EL Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

> Literacy.C CRA.R.5

CONTENT

CCSS.EL College and Career Readiness Anchor Standards for Reading

STANDARD /

DOMAIN / PART Literacy.

CCRA.R.

PERFORMANC E STANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Reading
PERFORMANC E STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CRA.W.5

EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E STANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E STANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.1	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 tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Speaking and Listening
PERFORMANC E STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language
PERFORMANC E STANDARD / MODE		Conventions of Standard English

EXPECTATION / CCSS.EL Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **SUBSTRAND** Literacy.C CRA.L.2 CCSS.EL College and Career Readiness Anchor Standards for Language CONTENT STANDARD / DOMAIN / PART Literacy. CCRA.L. **PERFORMANC** Knowledge of Language E STANDARD / MODE EXPECTATION / CCSS.EL Apply knowledge of language to understand how language functions in different contexts, to make effective choices **SUBSTRAND** Afor meaning or style, and to comprehend more fully when reading or listening. Literacy.C CRA.L.3 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Language STANDARD / DOMAIN / PART Literacy. CCRA.L. **PERFORMANC** Vocabulary Acquisition and Use E STANDARD / MODE EXPECTATION / CCSS.EL Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, **SUBSTRAND** Aanalyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. Literacy.C CRA.L.4 EXPECTATION / CCSS.EL Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for **SUBSTRAND** reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in Literacy.C gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. CRA.L.6 CONTENT **CA.CC.RI Reading Standards for Informational Text** STANDARD / **DOMAIN / PART PERFORMANC Key Ideas and Details** E STANDARD / MODE EXPECTATION / RI.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **SUBSTRAND** EXPECTATION / RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text SUBSTRAND distinct from personal opinions or judgments. EXPECTATION / RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through SUBSTRAND examples or anecdotes). CONTENT **CA.CC.RI Reading Standards for Informational Text** STANDARD / **DOMAIN / PART** 

**PERFORMANC** 

E STANDARD / MODE

Craft and Structure

EXPECTATION / RI.6.4. SUBSTRAND

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (See grade 6 Language standards 4-6 for additional expectations.) CA

CONTENT STANDARD / **DOMAIN / PART** 

**CA.CC.RI Reading Standards for Informational Text** 

PERFORMANC E ST ANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
EXPECTATION / SUBSTRAND	RI.6.9.	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

CA.CC.W. Writing Standards CONTENT

STANDARD / **DOMAIN / PART** 

PERFORMANC E STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
FOUNDATION / PROFICIENCY LEVEL	W.6.2.a.	Introduce a topic or thesis statement; 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. CA

FOUNDATION / W.6.2.b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. **PROFICIENCY** LEVEL

FOUNDATION / PROFICIENCY **LEVEL** 

Use precise language and domain-specific vocabulary to inform about or explain the topic. W.6.2.d.

CONTENT CA.CC.W. Writing Standards STANDARD / **DOMAIN / PART** 

PERFORMANC E STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / SUBSTRAND	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
EXPECTATION / SUBSTRAND	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

CA.CC.W. Writing Standards CONTENT

STANDARD / **DOMAIN / PART** 

PERFORMANC E STANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
EXPECTATION / SUBSTRAND	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

CONTENT C STANDARD / 6 DOMAIN / PART

CA.CC.W. Writing Standards

PERFORMANC E STANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	W.6.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

FOUNDATION / PROFICIENCY LEVEL

W.6.9.a.

Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").

CONTENT CA.CC.W. Writing Standards STANDARD / 6.
DOMAIN / PART

PERFORMANC E STANDARD / MODE		Range of Writing
EXPECTATION /	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a

single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CONTENT STANDARD / DOMAIN / PART

LEVEL

SUBSTRAND

**CA.CC.SL Speaking and Listening Standards** 

DOMAIN / FART		
PERFORMANC E STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
FOUNDATION / PROFICIENCY LEVEL	SL.6.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
FOUNDATION / PROFICIENCY LEVEL	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
FOUNDATION / PROFICIENCY	SL.6.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

CONTENT CA.CC.L. Language Standards STANDARD / 6.
DOMAIN / PART

PERFORMANC E STANDARD / MODE		Conventions of Standards English
EXPECTATION / SUBSTRAND	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
FOUNDATION / PROFICIENCY LEVEL	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
FOUNDATION / PROFICIENCY LEVEL	L.6.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 6.	Language Standards
PERFORMANC E ST ANDARD / MODE		Conventions of Standards English
EXPECTATION / SUBSTRAND	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOUNDATION / PROFICIENCY LEVEL	L.6.2.b.	Spell correctly.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 6.	Language Standards
PERFORMANC E STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
FOUNDATION / PROFICIENCY LEVEL	L.6.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PROFICIENCY	L.6.4.a. L.6.4.d.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a
PROFICIENCY LEVEL FOUNDATION / PROFICIENCY	L.6.4.d.	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 (e.g., by checking the inferred meaning in
PROFICIENCY LEVEL  FOUNDATION / PROFICIENCY LEVEL  CONTENT STANDARD /	L.6.4.d. CA.CC.L. 6.	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 (e.g., by checking the inferred meaning in context or in a dictionary).

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CONTENT CCSS.EL College and Career Readiness Anchor Standards for Writing STANDARD / A-DOMAIN / PART Literacy.

PERFORMANC E ST ANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Writing STANDARD / A-

DOMAIN / PART Literacy.

CCRA.W.

CCRA.W.

PERFORMANC E STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Writing STANDARD / A-

DOMAIN / PART Literacy. CCRA.W.

PERFORMANC E STANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.1	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 tasks, purposes, and audiences.

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Speaking and Listening STANDARD / A-

DOMAIN / PART Literacy. CCRA.SL.

PERFORMANC E STANDARD / MODE		Comprehension and Collaboration
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**SUBSTRAND** 

A-

EXPECTATION / CCSS.EL Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

> Literacy.C CRA.SL.1

CONTENT STANDARD / DOMAIN / PART Literacy.

CCSS.EL College and Career Readiness Anchor Standards for Language

CCRA.L.

PERFORMANC E STANDARD / MODE
------------------------------------

Conventions of Standard English

**SUBSTRAND** A-

EXPECTATION / CCSS.EL Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Literacy.C CRA.L.2

CONTENT STANDARD / 6. **DOMAIN / PART** 

CA.CC.W. Writing Standards

PERFORMANC	
E STANDARD /	
MODE	

**Text Types and Purposes** 

**EXPECT ATION** / SUBSTRAND

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

FOUNDATION / **PROFICIENCY LEVEL** 

W.6.2.a.

W.6.2.

Introduce a topic or thesis statement; 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. CA

FOUNDATION / **PROFICIENCY** 

**LEVEL** 

**LEVEL** 

I FVFI

W.6.2.b.

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

FOUNDATION / **PROFICIENCY** 

W.6.2.d.

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

FOUNDATION / **PROFICIENCY** 

W.6.2.f.

Provide a concluding statement or section that follows from the information or explanation presented.

CONTENT STANDARD / **DOMAIN / PART** 

**CA.CC.W. Writing Standards** 6.

PERFORMANC
E STANDARD /
MODE

**Production and Distribution of Writing** 

EXPECTATION / **SUBSTRAND** 

W.6.4.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

EXPECTATION / W.6.5. **SUBSTRAND** 

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.)

EXPECTATION / W.6.6. SUBSTRAND

Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

CONTENT STANDARD / **DOMAIN / PART**  CA.CC.W. Writing Standards

PERFORMANC	Range of Writing
E STANDARD /	
MODE	

EXPECTATION / W.6.10. SUBSTRAND

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

#### CONTENT **CA.CC.SL Speaking and Listening Standards** STANDARD / **DOMAIN / PART**

PERFORMANC E STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
FOUNDATION / PROFICIENCY LEVEL	SL.6.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
FOUNDATION / PROFICIENCY LEVEL	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
FOUNDATION / PROFICIENCY LEVEL	SL.6.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

#### CONTENT CA.CC.L. Language Standards STANDARD /

DOMAIN / PART

PERFORMANC E STANDARD / MODE		Conventions of Standards English
EXPECTATION / SUBSTRAND	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
FOUNDATION / PROFICIENCY LEVEL	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
FOUNDATION / PROFICIENCY LEVEL	L.6.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

CONTENT CA.CC.L. Language Standards STANDARD / **DOMAIN / PART** 

PERFORMANC E STANDARD / MODE		Conventions of Standards English
EXPECTATION / SUBSTRAND	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOUNDATION / PROFICIENCY	L.6.2.b.	Spell correctly.

LEVEL

CONTENT CA.CC.L. Language Standards STANDARD / **DOMAIN / PART** 

PERFORMANC	Vocabulary Acquisition and Use
E STANDARD /	
MODE	
MODE	

EXPECTATION / L.6.6. **SUBSTRAND** 

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

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

#### California Content Standards Language Arts Grade 6 - Adopted: 2013

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Writing

STANDARD / **DOMAIN / PART Literacy.** 

CCRA.W.

PERFORMANC E STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Writing

STANDARD / **DOMAIN / PART Literacy.** 

CCRA.W.

PERFORMANC E STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

EXPECTATION / CCSS.EL Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. **SUBSTRAND** Literacy.C CRA.W.6 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Writing STANDARD / DOMAIN / PART Literacy. CCRA.W. **PERFORMANC** Range of Writing E STANDARD / MODE EXPECTATION / CCSS.EL Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a **SUBSTRAND** single sitting or a day or two) for a range of tasks, purposes, and audiences. A-Literacy.C CRA.W.1 0 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Language STANDARD / DOMAIN / PART Literacy. CCRA.L. **PERFORMANC** Conventions of Standard English E STANDARD / MODE EXPECTATION / CCSS.EL Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **SUBSTRAND** Literacy.C CRA.L.2 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Language STANDARD / DOMAIN / PART Literacy. CCRA.L. **PERFORMANC** Vocabulary Acquisition and Use E STANDARD / MODE EXPECTATION / CCSS.EL Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for SUBSTRAND Areading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in Literacy.C gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. CRA.L.6 CONTENT CA.CC.W. Writing Standards STANDARD / **DOMAIN / PART PERFORMANC Text Types and Purposes** E STANDARD / MODE **EXPECTATION** W.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information / SUBSTRAND through the selection, organization, and analysis of relevant content. FOUNDATION / W.6.2.a. Introduce a topic or thesis statement; organize ideas, concepts, and information, using strategies such as definition, **PROFICIENCY** classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, I FVFI tables), and multimedia when useful to aiding comprehension. CA

FOUNDATION / PROFICIENCY LEVEL	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
FOUNDATION / PROFICIENCY LEVEL	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
FOUNDATION / PROFICIENCY LEVEL	W.6.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.

CONTENT STANDARD / DOMAIN / PART

**PERFORMANC** 

E STANDARD /

CA.CC.W. Writing Standards

**Text Types and Purposes** 

MODE	
EXPECTATION / SUBSTRAND	 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

FOUNDATION / PROFICIENCY 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.

FOUNDATION / W.6.3.b. **PROFICIENCY** LEVEL

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

FOUNDATION / PROFICIENCY **LEVEL** 

W.6.3.d.

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

FOUNDATION / W.6.3.e. **PROFICIENCY LEVEL** 

W.6.3.a.

Provide a conclusion that follows from the narrated experiences or events.

CONTENT CA.CC.W. Writing Standards STANDARD / DOMAIN / PART

PERFORMANC E STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / SUBSTRAND	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
EXPECTATION / SUBSTRAND	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

CONTENT CA.CC.W. Writing Standards STANDARD / 6. DOMAIN / PART

PERFORMANC E ST ANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CONTENT CA.CC.L. Language Standards

STANDARD / **DOMAIN / PART** 

PERFORMANC E STANDARD / MODE		Conventions of Standards English
EXPECTATION / SUBSTRAND	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
FOUNDATION / PROFICIENCY LEVEL	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
FOUNDATION / PROFICIENCY LEVEL	L.6.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

CONTENT CA.CC.L. Language Standards STANDARD / 6. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Conventions of Standards English
EXPECTATION / SUBSTRAND	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

FOUNDATION / L.6.2.b. Spell correctly. PROFICIENCY

LEVEL

CONTENT CA.CC.L. Language Standards STANDARD / 6. **DOMAIN / PART** 

PERFORMANC E STANDARD / MODE	Vocabulary Acquisition and Use
EXPECTATION / L. SUBSTRAND	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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California Content Standards Language Arts Grade 6 - Adopted: 2013

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Writing STANDARD / A-**DOMAIN / PART Literacy.** CCRA.W.

PERFORMANC E ST ANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E ST ANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.1	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 tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language
PERFORMANC E STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

#### CONTENT CA.CC.W. Writing Standards STANDARD / 6. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
FOUNDATION / PROFICIENCY LEVEL	W.6.2.a.	Introduce a topic or thesis statement; 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. CA
FOUNDATION / PROFICIENCY LEVEL	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
FOUNDATION / PROFICIENCY LEVEL	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
FOUNDATION / PROFICIENCY LEVEL	W.6.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.

### CONTENT CA.CC.W. Writing Standards STANDARD / 6. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / SUBSTRAND	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
EXPECTATION / SUBSTRAND	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

## CONTENT CA.CC.W. Writing Standards STANDARD / 6. DOMAIN / PART

PERFORMANC E ST ANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CONTENT CA.CC.L. Language Standards STANDARD / 6.
DOMAIN / PART

PERFORMANC E STANDARD / MODE		Conventions of Standards English
EXPECTATION / SUBSTRAND	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
FOUNDATION / PROFICIENCY LEVEL	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
FOUNDATION / PROFICIENCY LEVEL	L.6.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

CONTENT C STANDARD / 6. DOMAIN / PART

CA.CC.L. Language Standards

PERFORMANC E STANDARD / MODE	Conventions of Standards English
EXPECTATION / SUBSTRAND	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

FOUNDATION / L.6.2.b. PROFICIENCY

\_.6.2.b. Spell correctly.

LEVEL

CONTENT CA STANDARD / 6. DOMAIN / PART

CA.CC.L. Language Standards

PERFORMANC E STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / L. SUBSTRAND	6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

#### California Content Standards Language Arts

Grade 6 - Adopted: 2013

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading STANDARD / A-

DOMAIN / PART Literacy. CCRA.R.

PERFORMANC E STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION /	CCSS.EL	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

OBSTRAND F

Literacy.C CRA.R.3 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading STANDARD / A-DOMAIN / PART Literacy.

CCRA.R.

CCRA.R.

A-

CRA.R.10

CCRA.W.

CRA.W.2

SUBSTRAND

PERFORMANC E ST ANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.4	meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading STANDARD / A-DOMAIN / PART Literacy.

PERFORMANC E STANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
EXPECTATION /	CCSS.EL	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the

Literacy.C CRA.R.9

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading STANDARD / A-DOMAIN / PART Literacy. CCRA.R.

approaches the authors take.

PERFORMANC E STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C	Read and comprehend complex literary and informational texts independently and proficiently.

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Writing STANDARD / A-DOMAIN / PART Literacy.

PERFORMANC E STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Writing STANDARD / A-

**DOMAIN / PART Literacy.** CCRA.W.

**PERFORMANC** E STANDARD / MODE

**Production and Distribution of Writing** 

SUBSTRAND

EXPECTATION / CCSS.EL Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

> Literacy.C CRA.W.4

SUBSTRAND

EXPECTATION / CCSS.EL Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Literacy.C CRA.W.5

EXPECTATION / CCSS.EL Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**SUBSTRAND** 

Literacy.C CRA.W.6

CONTENT STANDARD /

CCSS.EL College and Career Readiness Anchor Standards for Writing

DOMAIN / PART Literacy. CCRA.W.

**PERFORMANC** E STANDARD / MODE

Research to Build and Present Knowledge

SUBSTRAND

A-

EXPECTATION / CCSS.EL Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

> Literacy.C CRA.W.7

**SUBSTRAND** 

Literacy.C CRA.W.8

EXPECTATION / CCSS.EL Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each

source, and integrate the information while avoiding plagiarism.

CONTENT

CCSS.EL College and Career Readiness Anchor Standards for Writing

STANDARD / DOMAIN / PART Literacy.

A-CCRA.W.

**PERFORMANC** E STANDARD / MODE

Range of Writing

SUBSTRAND

EXPECTATION / CCSS.EL 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 tasks, purposes, and audiences. A-

Literacy.C CRA.W.1

CONTENT STANDARD / CCSS.EL College and Career Readiness Anchor Standards for Language

DOMAIN / PART Literacy.

CCRA.L.

PERFORMANC E STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language
PERFORMANC E ST ANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language
PERFORMANC E STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / SUBSTRAND	A-	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI .6.	Reading Standards for Informational Text
PERFORMANC E ST ANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text

distinct from personal opinions or judgments.

EXPECTATION / RI.6.2.

SUBSTRAND

EXPECTATION / SUBSTRAND	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI	Reading Standards for Informational Text
PERFORMANC E STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (See grade 6 Language standards 4–6 for additional expectations.) CA
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI	Reading Standards for Informational Text
PERFORMANC E STANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
EXPECTATION / SUBSTRAND	RI.6.9.	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
CONTENT STANDARD / DOMAIN / PART	CA.CC.W.	Writing Standards
PERFORMANC E STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
FOUNDATION / PROFICIENCY LEVEL	W.6.2.a.	Introduce a topic or thesis statement; 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. CA
FOUNDATION / PROFICIENCY LEVEL	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
FOUNDATION / PROFICIENCY LEVEL	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
FOUNDATION / PROFICIENCY LEVEL	W.6.2.e.	Establish and maintain a formal style.

FOUNDATION / W.6.2.f. PROFICIENCY LEVEL

LEVEL

Provide a concluding statement or section that follows from the information or explanation presented.

### CONTENT CA.CC.W. Writing Standards STANDARD / 6. DOMAIN / PART

PERFORMANC E ST ANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / SUBSTRAND	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
EXPECTATION / SUBSTRAND	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

#### CONTENT CA.CC.W. Writing Standards STANDARD / 6. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
EXPECTATION / SUBSTRAND	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

#### CONTENT CA.CC.W. Writing Standards STANDARD / 6. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	W.6.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

FOUNDATION / W.6.9.a. Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., PROFICIENCY stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics"). LEVEL

#### CONTENT CA.CC.W. Writing Standards STANDARD / 6. DOMAIN / PART

PERFORMANC E ST ANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CONTENT CA.CC.L. Language Standards STANDARD / 6.
DOMAIN / PART

PERFORMANC E ST ANDARD / MODE		Conventions of Standards English
EXPECTATION / SUBSTRAND	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
FOUNDATION / PROFICIENCY LEVEL	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
FOUNDATION / PROFICIENCY LEVEL	L.6.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 6.	Language Standards
PERFORMANC E ST ANDARD / MODE		Conventions of Standards English
EXPECTATION / SUBSTRAND	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOUNDATION / PROFICIENCY LEVEL	L.6.2.b.	Spell correctly.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 6.	Language Standards
STANDARD /		Language Standards  Vocabulary Acquisition and Use
STANDARD / DOMAIN / PART PERFORMANC E STANDARD /		
STANDARD / DOMAIN / PART  PERFORMANC E STANDARD / MODE  EXPECTATION	6.	Vocabulary Acquisition and Use  Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade
PERFORMANC E ST ANDARD / MODE  EXPECT ATION / SUBSTRAND  FOUNDATION / PROFICIENCY	6. L.6.4.	Vocabulary Acquisition and Use  Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.  Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a
PERFORMANC E ST ANDARD / MODE  EXPECT ATION / SUBSTRAND  FOUNDATION / PROFICIENCY LEVEL  FOUNDATION / PROFICIENCY	L.6.4.a.  L.6.4.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 (e.g., by checking the inferred meaning in
PERFORMANC E ST ANDARD / MODE  EXPECT ATION / SUBSTRAND  FOUNDATION / PROFICIENCY LEVEL  FOUNDATION / PROFICIENCY LEVEL  CONTENT ST ANDARD /	L.6.4.a.  L.6.4.d.  CA.CC.L.	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 (e.g., by checking the inferred meaning in context or in a dictionary).

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading STANDARD / A-

**DOMAIN / PART Literacy.** CCRA.R.

**PERFORMANC** E STANDARD / MODE

Key Ideas and Details

SUBSTRAND

EXPECTATION / CCSS.EL Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Literacy.C

CRA.R.2

SUBSTRAND A-

EXPECTATION / CCSS.EL Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Literacy.C CRA.R.3

CONTENT STANDARD / CCSS.EL College and Career Readiness Anchor Standards for Reading

A-**DOMAIN / PART Literacy.** CCRA.R.

**PERFORMANC** E STANDARD / MODE

Craft and Structure

SUBSTRAND

A-

EXPECTATION / CCSS.EL Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative

meanings, and analyze how specific word choices shape meaning or tone.

Literacy.C CRA.R.4

EXPECTATION / SUBSTRAND

A-

CCSS.EL Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a

section, chapter, scene, or stanza) relate to each other and the whole.

Literacy.C CRA.R.5

CONTENT STANDARD / CCSS.EL College and Career Readiness Anchor Standards for Reading

A-**DOMAIN / PART Literacy.** CCRA.R.

**PERFORMANC** E STANDARD / MODE

Integration of Knowledge and Ideas

EXPECTATION / SUBSTRAND

SUBSTRAND

A-

CCSS.EL Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well

as in words

Literacy.C CRA.R.7

**EXPECTATION /** 

CCSS.EL Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the

Aapproaches the authors take

Literacy.C

CRA.R.9

CONTENT STANDARD /

CCSS.EL College and Career Readiness Anchor Standards for Reading

**DOMAIN / PART Literacy.** 

CCRA.R.

PERFORMANC E ST ANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CONTENT STANDARD / DOMAIN / PART	<b>A</b> -	College and Career Readiness Anchor Standards for Writing
PERFORMANC E STANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION /	CCSS.EL	Conduct short as well as more sustained research projects based on focused questions, demonstrating

SUBSTRAND A- understanding of the subject under investigation.

Literacy.C CRA.W.7

EXPECTATION / CCSS.EL Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each SUBSTRAND source, and integrate the information while avoiding plagiarism. A-Literacy.C CRA.W.8 EXPECTATION / CCSS.EL Draw evidence from literary or informational texts to support analysis, reflection, and research. SUBSTRAND Literacy.C CRA.W.9 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Writing STANDARD / **DOMAIN / PART Literacy.** CCRA.W. **PERFORMANC** Range of Writing E STANDARD / MODE EXPECTATION / CCSS.EL Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a SUBSTRAND Asingle sitting or a day or two) for a range of tasks, purposes, and audiences. Literacy.C CRA.W.1 0 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Speaking and Listening STANDARD / DOMAIN / PART Literacy. CCRA.SL. **PERFORMANC** Comprehension and Collaboration E STANDARD / MODE EXPECTATION / CCSS.EL Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building SUBSTRAND on others' ideas and expressing their own clearly and persuasively. A-Literacy.C CRA.SL.1 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Language STANDARD / **DOMAIN / PART Literacy.** CCRA.L. **PERFORMANC** Conventions of Standard English E STANDARD / MODE EXPECTATION / CCSS.EL Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **SUBSTRAND** A-Literacy.C CRA.L.1 EXPECTATION / CCSS.EL Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **SUBSTRAND** Literacy.C CRA.L.2 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Language

STANDARD /

DOMAIN / PART Literacy.

CCRA.L.

PERFORMANC E ST ANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language
PERFORMANC E STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / SUBSTRAND	A-	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI .6.	Reading Standards for Informational Text
PERFORMANC E STANDARD / MODE		Key Ideas and Details
E STANDARD /	RI.6.1.	Key Ideas and Details  Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
E ST ANDARD / MODE  EXPECTATION /		
EXPECTATION / SUBSTRAND	RI.6.2.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text
EXPECTATION / SUBSTRAND  EXPECTATION / SUBSTRAND  EXPECTATION / SUBSTRAND	RI.6.2. RI.6.3.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.  Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through
EXPECTATION / SUBSTRAND  EXPECTATION / SUBSTRAND  EXPECTATION / SUBSTRAND  EXPECTATION / SUBSTRAND  CONTENT STANDARD /	RI.6.2.  RI.6.3.  CA.CC.RI	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.  Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
E ST ANDARD / MODE  EXPECTATION / SUBSTRAND  EXPECTATION / SUBSTRAND  EXPECTATION / SUBSTRAND  CONTENT ST ANDARD / DOMAIN / PART  PERFORMANC E ST ANDARD /	RI.6.2.  RI.6.3.  CA.CC.RI	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.  Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).  Reading Standards for Informational Text
EXPECTATION / SUBSTRAND  EXPECTATION / SUBSTRAND  EXPECTATION / SUBSTRAND  EXPECTATION / SUBSTRAND  CONTENT STANDARD / DOMAIN / PART  PERFORMANC E STANDARD / MODE  EXPECTATION /	RI.6.2.  RI.6.3.  CA.CC.RI .6.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.  Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).  Reading Standards for Informational Text  Craft and Structure  Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and

EXPECTATION / SUBSTRAND	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
EXPECTATION / SUBSTRAND	RI.6.9.	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

ST DOMAIN / PART

CONTENT CA.CC.W. Writing Standards

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STANDARD /	6.			
OMAIN / DART				

PERFORMANC E STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
FOUNDATION / PROFICIENCY LEVEL	W.6.2.a.	Introduce a topic or thesis statement; 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. CA
FOUNDATION / PROFICIENCY LEVEL	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
FOUNDATION / PROFICIENCY LEVEL	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
FOUNDATION / PROFICIENCY LEVEL	W.6.2.e.	Establish and maintain a formal style.
FOUNDATION / PROFICIENCY LEVEL	W.6.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.

## CONTENT CA.CC.W. Writing Standards STANDARD / 6. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / SUBSTRAND	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
EXPECTATION / SUBSTRAND	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

CONTENT CA.CC.W. Writing Standards STANDARD / 6.
DOMAIN / PART

PERFORMANC E ST ANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
EXPECTATION / SUBSTRAND	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

CONTENT C STANDARD / 6. DOMAIN / PART

PERFORMANC E STANDARD / MODE

**EXPECTATION** 

/ SUBSTRAND

CA.CC.W. Writing Standards

	Research to Build and Present Knowledge
W.6.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.6.9.a. Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g.,

FOUNDATION / PROFICIENCY LEVEL

stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").

CONTENT CA.CC.W. Writing Standards STANDARD / 6.
DOMAIN / PART

PERFORMANC E STANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CONTENT CA.CC.SL Speaking and Listening Standards STANDARD  $\it I$  .6.

DOMAIN / PART	.0.	
PERFORMANC E STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
FOUNDATION / PROFICIENCY LEVEL	SL.6.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
FOUNDATION / PROFICIENCY LEVEL	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
FOUNDATION / PROFICIENCY LEVEL	SL.6.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

## CONTENT CA.CC.L. Language Standards STANDARD / 6. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Conventions of Standards English
EXPECTATION / SUBSTRAND	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
FOUNDATION / PROFICIENCY LEVEL	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
FOUNDATION / PROFICIENCY LEVEL	L.6.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

#### CONTENT CA.CC.L. Language Standards STANDARD / 6. DOMAIN / PART

PERFORMANC E ST ANDARD / MODE		Conventions of Standards English
EXPECTATION / SUBSTRAND	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOUNDATION /	L.6.2.b.	Spell correctly.

PROFICIENCY LEVEL

#### CONTENT CA.CC.L. Language Standards STANDARD / 6. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
FOUNDATION / PROFICIENCY LEVEL	L.6.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
FOUNDATION / PROFICIENCY	L.6.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

# CONTENT CA.CC.L. Language Standards STANDARD / 6. DOMAIN / PART

PERFORMANC E ST ANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

#### California Content Standards Language Arts

Grade 6 - Adopted: 2013

CONTENT STANDARD / **DOMAIN / PART Literacy.** 

CCSS.EL College and Career Readiness Anchor Standards for Reading

A-CCRA.R.

PERFORMANC E STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EVDEOTATION /	0000 5	Analysis have and other individuals according to the said and develop and interest according to the said.

SUBSTRAND A-

EXPECTATION / CCSS.EL Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Literacy.C

CRA.R.3

Literacy.C CRA.R.6

Literacy.C CRA.R.7

CCSS.EL College and Career Readiness Anchor Standards for Reading CONTENT

STANDARD / DOMAIN / PART Literacy. CCRA.R.

PERFORMANC E STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION / SUBSTRAND	CCSS.EL A-	Assess how point of view or purpose shapes the content and style of a text.

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading STANDARD / A-

DOMAIN / PART Literacy. CCRA.R.

PERFORMANC E STANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	CCSS.EL A-	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading

STANDARD / DOMAIN / PART Literacy. CCRA.R.

<b>PERFORMANC</b>	Range of Reading and Level of Text Complexity
E STANDARD /	
MODE	

EXPECTATION / CCSS.EL Read and comprehend complex literary and informational texts independently and proficiently. **SUBSTRAND** Literacy.C CRA.R.10 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Writing STANDARD / **DOMAIN / PART Literacy.** CCRA.W. **PERFORMANC Text Types and Purposes** E STANDARD / MODE EXPECTATION / CCSS.EL Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences. SUBSTRAND Literacy.C CRA.W.3 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Writing STANDARD / DOMAIN / PART Literacy. CCRA.W. **PERFORMANC Production and Distribution of Writing** E STANDARD / MODE EXPECTATION / CCSS.EL Produce clear and coherent writing in which the development, organization, and style are appropriate to task, **SUBSTRAND** Apurpose, and audience. Literacy.C CRA.W.4 EXPECTATION / CCSS.EL Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. **SUBSTRAND** A-Literacy.C CRA.W.5 EXPECTATION / CCSS.EL Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. SUBSTRAND Literacy.C CRA.W.6 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Writing STANDARD / DOMAIN / PART Literacy. CCRA.W. **PERFORMANC** Research to Build and Present Knowledge E STANDARD / MODE EXPECTATION / CCSS.EL Draw evidence from literary or informational texts to support analysis, reflection, and research. **SUBSTRAND** A-Literacy.C CRA.W.9

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Writing STANDARD / A-DOMAIN / PART Literacy.

CCRA.W.

PERFORMANC E ST ANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.1	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 tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Speaking and Listening
PERFORMANC E ST ANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language
PERFORMANC E STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language
PERFORMANC E ST ANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language
PERFORMANC E ST ANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

EXPECTATION / SUBSTRAND	A-	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.6.	Reading Standards for Literature
PERFORMANC E ST ANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	RL.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
EXPECTATION / SUBSTRAND	RL.6.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
EXPECTATION / SUBSTRAND	RL.6.3.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.6.	Reading Standards for Literature
PERFORMANC E STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	RL.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. (See grade 6 Language standards 4–6 for additional expectations.) CA
EXPECTATION / SUBSTRAND	RL.6.5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
EXPECTATION / SUBSTRAND	RL.6.6.	Explain how an author develops the point of view of the narrator or speaker in a text.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.6.	Reading Standards for Literature
PERFORMANC E STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	RL.6.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI .6.	Reading Standards for Informational Text
PERFORMANC E ST ANDARD / MODE		Key Ideas and Details

EXPECTATION / SUBSTRAND	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
EXPECTATION / SUBSTRAND	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
EXPECTATION / SUBSTRAND	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI	Reading Standards for Informational Text
PERFORMANC E STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (See grade 6 Language standards 4–6 for additional expectations.) CA
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI	Reading Standards for Informational Text
PERFORMANC E STANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W.	. Writing Standards
PERFORMANC E STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
FOUNDATION / PROFICIENCY LEVEL	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W.	. Writing Standards
PERFORMANC E STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	W.6.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
FOUNDATION /	W.6.3.a.	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an

event sequence that unfolds naturally and logically.

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FOUNDATION / PROFICIENCY LEVEL	W.6.3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
FOUNDATION / PROFICIENCY LEVEL	W.6.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
FOUNDATION / PROFICIENCY LEVEL	W.6.3.e.	Provide a conclusion that follows from the narrated experiences or events.

CONTENT CA.CC.W. Writing Standards STANDARD / 6.
DOMAIN / PART

PERFORMANC E STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / SUBSTRAND	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
EXPECTATION / SUBSTRAND	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

#### CONTENT CA.CC.W. Writing Standards STANDARD / 6. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

### CONTENT CA.CC.W. Writing Standards STANDARD / 6. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Range of Writing
EXPECTATION /	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a

SUBSTRAND single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

### CONTENT CA.CC.SL Speaking and Listening Standards STANDARD / .6. DOMAIN / PART

PERFORMANC E STANDARD / MODE	Comprehension and Collaboration
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EXPECTATION / SUBSTRAND	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
FOUNDATION / PROFICIENCY LEVEL	SL.6.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
FOUNDATION / PROFICIENCY LEVEL	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
FOUNDATION / PROFICIENCY LEVEL	SL.6.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 6.	Language Standards
PERFORMANC E STANDARD / MODE		Conventions of Standards English
EXPECTATION / SUBSTRAND	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
FOUNDATION / PROFICIENCY LEVEL	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
FOUNDATION / PROFICIENCY LEVEL	L.6.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 6.	Language Standards
PERFORMANC E STANDARD / MODE		Conventions of Standards English
EVECT ATION	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
/ SUBSTRAND		spenning when writing.

## CONTENT CA.CC.L. Language Standards STANDARD / 6. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

PROFICIENCY LEVEL

FOUNDATION / L.6.3.b. Maintain consistency in style and tone.

CONTENT CA.CC.L. Language Standards STANDARD / 6.
DOMAIN / PART

PERFORMANC E ST ANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
FOUNDATION / PROFICIENCY LEVEL	L.6.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
FOUNDATION / PROFICIENCY LEVEL	L.6.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

CONTENT CA.CC.L. Language Standards STANDARD / 6.
DOMAIN / PART

PERFORMANC E STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.6.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

FOUNDATION / PROFICIENCY LEVEL

FOUNDATION / L.6.5.a. Interpret figures of speech (e.g., personification) in context.

CONTENT CA.CC.L. Language Standards STANDARD / 6.
DOMAIN / PART

PERFORMANC E STANDARD / MODE	Vocabulary Acquisition and Use
EXPECTATION / L SUBSTRAND	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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California Content Standards
Language Arts
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CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading STANDARD / A-DOMAIN / PART Literacy. CCRA.R.

PERFORMANC E STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	CCSS.EL A-	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Literacy.C CRA.R.2

EXPECTATION / CCSS.EL Analyze how and why individuals, events, or ideas develop and interact over the course of a text. **SUBSTRAND** Literacy.C CRA.R.3 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading STANDARD / **DOMAIN / PART Literacy.** CCRA.R. **PERFORMANC** Craft and Structure E STANDARD / MODE EXPECTATION / CCSS.EL Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative **SUBSTRAND** Ameanings, and analyze how specific word choices shape meaning or tone. Literacy.C CRA.R.4 EXPECTATION / CCSS.EL Assess how point of view or purpose shapes the content and style of a text. SUBSTRAND A-Literacy.C CRA.R.6 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading STANDARD / DOMAIN / PART Literacy. CCRA.R. **PERFORMANC** Integration of Knowledge and Ideas E STANDARD / MODE EXPECTATION / CCSS.EL Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well **SUBSTRAND** Aas in words. Literacy.C CRA.R.7 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading STANDARD / DOMAIN / PART Literacy. CCRA.R. **PERFORMANC** Range of Reading and Level of Text Complexity E STANDARD / MODE EXPECTATION / CCSS.EL Read and comprehend complex literary and informational texts independently and proficiently. **SUBSTRAND** Literacy.C CRA.R.10 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Writing STANDARD / A-**DOMAIN / PART Literacy.** CCRA.W. **PERFORMANC Text Types and Purposes** E STANDARD / MODE

**SUBSTRAND** 

EXPECTATION / CCSS.EL Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details

and well-structured event sequences.

Literacy.C CRA.W.3

A-

CONTENT STANDARD / DOMAIN / PART Literacy.

CCSS.EL College and Career Readiness Anchor Standards for Writing

CCRA.W.

**PERFORMANC** E STANDARD / MODE

**Production and Distribution of Writing** 

**SUBSTRAND** 

A-

EXPECTATION / CCSS.EL Produce clear and coherent writing in which the development, organization, and style are appropriate to task,

purpose, and audience.

Literacy.C CRA.W.4

**SUBSTRAND** 

EXPECTATION / CCSS.EL Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Literacy.C

CRA.W.5

**SUBSTRAND** 

EXPECTATION / CCSS.EL Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

A-

Literacy.C

CRA.W.6

CONTENT

CCSS.EL College and Career Readiness Anchor Standards for Writing

STANDARD /

**DOMAIN / PART Literacy.** CCRA.W.

**PERFORMANC** E STANDARD / MODE

Research to Build and Present Knowledge

EXPECTATION / CCSS.EL Draw evidence from literary or informational texts to support analysis, reflection, and research.

SUBSTRAND

Literacy.C CRA.W.9

CONTENT

CCSS.EL College and Career Readiness Anchor Standards for Writing

STANDARD /

DOMAIN / PART Literacy.

CCRA.W.

**PERFORMANC** E STANDARD / MODE

Range of Writing

EXPECTATION / **SUBSTRAND** 

Literacy.C

CCSS.EL 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 tasks, purposes, and audiences.

CRA.W.1

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Speaking and Listening

STANDARD / DOMAIN / PART Literacy.

CCRA.SL.

PERFORMANC E ST ANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language
PERFORMANC E STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language
PERFORMANC E STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language
PERFORMANC E STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / SUBSTRAND	A-	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.6.	Reading Standards for Literature
PERFORMANC E ST ANDARD / MODE		Key Ideas and Details

EXPECTATION / SUBSTRAND	RL.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
EXPECTATION / SUBSTRAND	RL.6.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
EXPECTATION / SUBSTRAND	RL.6.3.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

## CONTENT CA.CC.R Reading Standards for Literature STANDARD / L.6. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	RL.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. (See grade 6 Language standards 4–6 for additional expectations.) CA
EXPECTATION / SUBSTRAND	RL.6.5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
EXPECTATION / SUBSTRAND	RL.6.6.	Explain how an author develops the point of view of the narrator or speaker in a text.

## CONTENT CA.CC.R Reading Standards for Literature STANDARD / L.6. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	RL.6.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

## CONTENT CA.CC.RI Reading Standards for Informational Text STANDARD / .6. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
EXPECTATION / SUBSTRAND	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
EXPECTATION / SUBSTRAND	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

CONTENT CA.CC.RI Reading Standards for Informational Text STANDARD / .6.
DOMAIN / PART

PERFORMANC E STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (See grade 6 Language standards 4–6 for additional expectations.) CA

CONTENT CA.CC.RI Reading Standards for Informational Text STANDARD / .6.
DOMAIN / PART

PERFORMANC E STANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

CONTENT CA.CC.W. Writing Standards STANDARD / 6. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

FOUNDATION / PROFICIENCY LEVEL

 $FOUNDATION \, / \quad \text{W.6.2.b.} \quad \text{Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.}$ 

CONTENT CA.CC.W. Writing Standards STANDARD / 6. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	W.6.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
FOUNDATION / PROFICIENCY LEVEL	W.6.3.a.	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
FOUNDATION / PROFICIENCY LEVEL	W.6.3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
FOUNDATION / PROFICIENCY LEVEL	W.6.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
FOUNDATION / PROFICIENCY	W.6.3.e.	Provide a conclusion that follows from the narrated experiences or events.

CONTENT CA.CC.W. Writing Standards STANDARD / 6.
DOMAIN / PART

LEVEL

PERFORMANC E STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / SUBSTRAND	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
EXPECTATION / SUBSTRAND	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

### CONTENT CA.CC.W. Writing Standards STANDARD / 6. DOMAIN / PART

**PERFORMANC** 

E STANDARD /

LEVEL

MODE		
EXPECTATION /	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or
SUBSTRAND		paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

Research to Build and Present Knowledge

#### CONTENT CA.CC.W. Writing Standards STANDARD / 6. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## CONTENT CA.CC.SL Speaking and Listening Standards STANDARD / .6. DOMAIN / PART

DOMAIN / I AICI		
PERFORMANC E STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
FOUNDATION / PROFICIENCY LEVEL	SL.6.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
FOUNDATION / PROFICIENCY LEVEL	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
FOUNDATION / PROFICIENCY	SL.6.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

#### CONTENT CA.CC.L. Language Standards STANDARD / 6. DOMAIN / PART

PERFORMANC E ST ANDARD / MODE		Conventions of Standards English
EXPECTATION / SUBSTRAND	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
FOUNDATION / PROFICIENCY LEVEL	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
FOUNDATION / PROFICIENCY LEVEL	L.6.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

#### CONTENT CA.CC.L. Language Standards ST ANDARD / **DOMAIN / PART**

PERFORMANC E STANDARD / MODE		Conventions of Standards English
EXPECTATION / SUBSTRAND	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

FOUNDATION / L.6.2.b. Spell correctly.

PROFICIENCY **LEVEL** 

CONTENT CA.CC.L. Language Standards STANDARD / 6. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

PROFICIENCY LEVEL

FOUNDATION / L.6.3.b. Maintain consistency in style and tone.

CONTENT CA.CC.L. Language Standards STANDARD / 6. **DOMAIN / PART** 

PERFORMANC E STANDARD / MODE	Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	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.

FOUNDATION / L.6.4.a. PROFICIENCY LEVEL

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.

FOUNDATION / **PROFICIENCY LEVEL** 

L.6.4.d.

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

CONTENT STANDARD / **DOMAIN / PART** 

CA.CC.L. Language Standards

**PERFORMANC Vocabulary Acquisition and Use** E STANDARD / MODE **EXPECTATION** L.6.5. Demonstrate understanding of figurative language, word relationships, and nuances in word / SUBSTRAND meanings.

FOUNDATION / **PROFICIENCY** 

I FVFI

L.6.5.a.

Interpret figures of speech (e.g., personification) in context.

CONTENT CA.CC.L. Language Standards

STANDARD / **DOMAIN / PART** 

**PERFORMANC** E STANDARD / MODE

Vocabulary Acquisition and Use

EXPECTATION / L.6.6. **SUBSTRAND** 

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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CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading

STANDARD / **DOMAIN / PART Literacy.** 

CCRA.R.

PERFORMANC E STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

CRA.R.3

CCSS.EL College and Career Readiness Anchor Standards for Reading CONTENT

STANDARD /

**DOMAIN / PART Literacy.** 

CCRA.R.

PERFORMANC E ST ANDARD / MODE	,	Craft and Structure
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EXPECTATION / CCSS.EL Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative **SUBSTRAND** meanings, and analyze how specific word choices shape meaning or tone. A-Literacy.C CRA.R.4 EXPECTATION / CCSS.EL Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a **SUBSTRAND** section, chapter, scene, or stanza) relate to each other and the whole. Literacy.C CRA.R.5 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading STANDARD / DOMAIN / PART Literacy. CCRA.R. **PERFORMANC** Integration of Knowledge and Ideas E STANDARD / MODE EXPECTATION / CCSS.EL Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well SUBSTRAND Aas in words. Literacy.C CRA.R.7 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading STANDARD / DOMAIN / PART Literacy. CCRA.R. **PERFORMANC** Range of Reading and Level of Text Complexity E STANDARD / MODE EXPECTATION / CCSS.EL Read and comprehend complex literary and informational texts independently and proficiently. **SUBSTRAND** A-Literacy.C CRA.R.10 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Writing STANDARD / DOMAIN / PART Literacy. CCRA.W. **Production and Distribution of Writing PERFORMANC** E STANDARD / MODE EXPECTATION / CCSS.EL Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. **SUBSTRAND** Literacy.C CRA.W.5 EXPECTATION / CCSS.EL Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. SUBSTRAND Literacy.C CRA.W.6 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Writing STANDARD /

DOMAIN / PART Literacy.

CCRA.W.

PERFORMANC E STANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.1	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 tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language
PERFORMANC E STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language
PERFORMANC E STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language
PERFORMANC E STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / SUBSTRAND	A-	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.6.	Reading Standards for Literature
PERFORMANC E STANDARD / MODE		Key Ideas and Details

EXPECTATION / SUBSTRAND	RL.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
EXPECTATION / SUBSTRAND	RL.6.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.6.	Reading Standards for Literature
PERFORMANC E STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	RL.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. (See grade 6 Language standards 4–6 for additional expectations.) CA
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.6.	Reading Standards for Literature
PERFORMANC E STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	RL.6.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI .6.	Reading Standards for Informational Text
PERFORMANC E STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

PERFORMANC E STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
EXPECTATION / SUBSTRAND	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
EXPECTATION / SUBSTRAND	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

## CONTENT CA.CC.RI Reading Standards for Informational Text STANDARD / .6. DOMAIN / PART

PERFORMANC E ST ANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (See grade 6 Language standards 4–6 for additional expectations.) CA

CONTENT CA.CC.RI Reading Standards for Informational Text STANDARD / .6.
DOMAIN / PART

PERFORMANC E STANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 6.	Writing Standards
PERFORMANC E STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
EXPECTATION / SUBSTRAND	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W.	Writing Standards
PERFORMANC E STANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 6.	Language Standards
PERFORMANC E STANDARD / MODE		Conventions of Standards English
EXPECTATION / SUBSTRAND	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
FOUNDATION / PROFICIENCY LEVEL	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
FOUNDATION / PROFICIENCY LEVEL	L.6.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 6.	Language Standards
PERFORMANC E STANDARD / MODE		Conventions of Standards English
EXPECTATION / SUBSTRAND	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

FOUNDATION / **PROFICIENCY** 

LEVEL

L.6.2.b.

Spell correctly.

CONTENT STANDARD / **DOMAIN / PART** 

**PERFORMANC** 

CA.CC.L. Language Standards

**Vocabulary Acquisition and Use** 

E STANDARD / MODE **EXPECTATION** L.6.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade / SUBSTRAND 6 reading and content, choosing flexibly from a range of strategies.

FOUNDATION / PROFICIENCY **LEVEL** 

L.6.4.a.

Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a

clue to the meaning of a word or phrase.

FOUNDATION / L.6.4.d. PROFICIENCY LEVEL

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

CONTENT STANDARD / **DOMAIN / PART** 

MODE

CA.CC.L. Language Standards

**PERFORMANC** E STANDARD /

**Vocabulary Acquisition and Use** 

EXPECTATION / L.6.6. **SUBSTRAND** 

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.