Main Criteria: Structure and Style for Students

Secondary Criteria: Colorado Academic Standards (CAS)

Subject: Language Arts

Grade: 6

Structure and Style for Students

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

Colorado Academic Standards (CAS)

		Grade 6 - Adopted: 2018
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	2	Deliver effective oral presentations for varied audiences and varied purposes.
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	10	Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.
CONTENT AREA	RW.6.1.	Oral Expression and Listening
STANDARD	RW.6.1.1.	Employ appropriate presentation and collaboration strategies to meet the needs of a given task and purpose.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.1.1. a.	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. (CCSS: SL.6.1)
INDICATOR	RW.6.1.1. a.i.	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. (CCSS: SL.6.1a)
INDICATOR	RW.6.1.1. a.ii.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. (CCSS: SL.6.1b)

EVIDENCE OUTCOMES c. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (CCSS: SL6.6) CONTENT RW.6.2. Reading for All Purposes RW.6.2. Reading for All Purposes STANDARD RW.6.2.2. Analyze organization and structure of informational text to make meaning. CONCEPTS AND SKILLS EVIDENCE OUTCOMES EVIDENCE OUTCOMES EVIDENCE AND SKILLS BND SKILLS AND SKILLS AND SKILLS AND SKILLS AND SKILLS AND SKILLS BND SKILLS AND			
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AREA	CONTENT AREA	RW.6.2.	Reading for All Purposes

STANDARD	RW.6.2.2.	Analyze organization and structure of informational text to make meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.2. c.	Use Integration of Knowledge and Ideas to:
INDICATOR	RW.6.2.2. c.i.	Integrate information presented in different media or formats (for example: visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. (CCSS: RI.6.7)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.2.3. a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. (CCSS: L.6.4)
INDICATOR	RW.6.2.3. a.i.	Use context (for example: 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. (CCSS: L.6.4a)
INDICATOR	RW.6.2.3. a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.6.4d)
CONTENT AREA	RW.6.2.	Reading for All Purposes
	RW.6.2.3.	Reading for All Purposes Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.
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STANDARD CONCEPTS AND SKILLS / EVIDENCE		Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.
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STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES CONTENT	RW.6.2.3. RW.6.2.3. c.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context. Evidence Outcomes 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. (CCSS: L.6.6)
STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES CONTENT AREA	RW.6.2.3. c. RW.6.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context. Evidence Outcomes 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. (CCSS: L.6.6) Writing and Composition Write informative/explanatory texts characterized by appropriate organization, ample
STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES CONTENT AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE	RW.6.2.3. c. RW.6.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context. Evidence Outcomes 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. (CCSS: L.6.6) Writing and Composition Write informative/explanatory texts characterized by appropriate organization, ample development, precise language and formal style.

INDICATOR	RW.6.3.2. a.ii.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.6.2b)
INDICATOR	RW.6.3.2. a.iv.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.6.2d)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.3.	Write engaging real or imagined narratives using techniques such as sensory language, dialogue, description and sequencing to convey experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.6.3)
INDICATOR	RW.6.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.6.1)
INDICATOR	RW.6.3.4. a.v.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. (CCSS: L.6.1e)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. d.	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 grade level expectations 1 and 2 above.) (CCSS: W.6.4)
EVIDENCE OUTCOMES	RW.6.3.4. e.	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. (CCSS: W.6.5)
EVIDENCE OUTCOMES	RW.6.3.4.	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. (CCSS W.6.10)

CONTENT AREA	RW.6.4.	Research Inquiry and Design
STANDARD	RW.6.4.1.	Pose research question(s), gather, synthesize, and credit relevant and credible resources, and present findings.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.4.1. a.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. (CCSS: W.6.7)

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

Colorado Academic Standards (CAS)

	Grade 6 - Adopted: 2018			
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating		
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.		
STANDARD	2	Deliver effective oral presentations for varied audiences and varied purposes.		
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.		
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.		
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.		
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.		
STANDARD	10	Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.		
CONTENT AREA	RW.6.1.	Oral Expression and Listening		
STANDARD	RW.6.1.1.	Employ appropriate presentation and collaboration strategies to meet the needs of a given task and purpose.		
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes		
EVIDENCE OUTCOMES	RW.6.1.1. a.	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. (CCSS: SL.6.1)		

INDICATOR	RW.6.1.1. a.i.	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. (CCSS: SL.6.1a)
INDICATOR	RW.6.1.1. a.ii.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. (CCSS: SL.6.1b)
INDICATOR	RW.6.1.1. a.iii.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (CCSS: SL.6.1c)
CONTENT AREA	RW.6.1.	Oral Expression and Listening
STANDARD	RW.6.1.2.	Develop, organize, and present ideas and opinions effectively.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.1.2. a.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. (CCSS: SL.6.4)
EVIDENCE OUTCOMES	RW.6.1.2. c.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (CCSS: SL.6.6)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.2.	Analyze organization and structure of informational text to make meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES		
	RW.6.2.2. a.	Use Key Ideas and Details to:
INDICATOR		Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.6.1)
	a. RW.6.2.2.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences
INDICATOR	a. RW.6.2.2. a.i. RW.6.2.2.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.6.1) Determine a central idea of a text and how it is conveyed through particular details; provide a
INDICATOR	a. RW.6.2.2. a.i. RW.6.2.2. a.ii.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.6.1) 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. (CCSS: RI.6.2) Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated on
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INDICATOR	RW.6.2.2. b.i.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (CCSS: RI.6.4)
INDICATOR	RW.6.2.2. b.ii.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. (CCSS: RI.6.5)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.2.	Analyze organization and structure of informational text to make meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.2.2. c.	Use Integration of Knowledge and Ideas to:
INDICATOR	RW.6.2.2. c.i.	Integrate information presented in different media or formats (for example: visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. (CCSS: RI.6.7)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.2.3. a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. (CCSS: L.6.4)
INDICATOR	RW.6.2.3. a.i.	Use context (for example: 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. (CCSS: L.6.4a)
INDICATOR	RW.6.2.3. a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.6.4d)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.3. c.	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. (CCSS: L.6.6)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.2.	Write informative/explanatory texts characterized by appropriate organization, ample development, precise language and formal style.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.6.2)
INDICATOR	RW.6.3.2. a.i.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.6.2a)
INDICATOR	RW.6.3.2. a.ii.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.6.2b)
INDICATOR	RW.6.3.2. a.iv.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.6.2d)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.3.	Write engaging real or imagined narratives using techniques such as sensory language, dialogue, description and sequencing to convey experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.6.3)
INDICATOR	RW.6.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.6.1)
INDICATOR	RW.6.3.4. a.iv.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). (CCSS: L.6.1d)
INDICATOR	RW.6.3.4. a.v.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. (CCSS: L.6.1e)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.

CONCEPTS		Evidence Outcomes
AND SKILLS / EVIDENCE OUT COMES		
EVIDENCE OUT COMES	RW.6.3.4. b.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (CCSS: L.6.2)
INDICATOR	RW.6.3.4. b.ii.	Correctly spell frequently used words and consult reference materials (for example: dictionaries, both print and digital, spell check, and/or trusted peers and/or adults) to determine the spelling of less frequent vocabulary. (adapted from CCSS: L.6.2b)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. d.	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 grade level expectations 1 and 2 above.) (CCSS: W.6.4)
EVIDENCE OUTCOMES	RW.6.3.4. e.	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. (CCSS: W.6.5)
EVIDENCE OUTCOMES	RW.6.3.4. f.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others. (adapted from CCSS: W.6.6)
EVIDENCE OUTCOMES	RW.6.3.4. g.	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. (CCSS W.6.10)
CONTENT AREA	RW.6.4.	Research Inquiry and Design
STANDARD	RW.6.4.1.	Pose research question(s), gather, synthesize, and credit relevant and credible resources, and present findings.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.4.1. a.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. (CCSS: W.6.7)
CONTENT AREA	RW.6.4.	Research Inquiry and Design
STANDARD	RW.6.4.1.	Pose research question(s), gather, synthesize, and credit relevant and credible resources, and present findings.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.4.1. c.	Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.6.9)

INDICATOR

RW.6.4.1. c.ii.

Apply grade 6 Reading standards to literary nonfiction (for example: "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not"). (CCSS: W.6.9b)

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Colorado Academic Standards (CAS)

		Grade 6 - Adopted: 2018
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	2	Deliver effective oral presentations for varied audiences and varied purposes.
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
STANDARD	10	Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.
CONTENT AREA	RW.6.1.	Oral Expression and Listening
STANDARD	RW.6.1.1.	Employ appropriate presentation and collaboration strategies to meet the needs of a given task and purpose.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.1.1. a.	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. (CCSS: SL.6.1)
INDICATOR	RW.6.1.1. a.i.	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. (CCSS: SL.6.1a)
INDICATOR	RW.6.1.1. a.ii.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. (CCSS: SL.6.1b)

EVIDENCE OUTCOMES c. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (CCSS: SL6.6) CONTENT RW.6.2. Reading for All Purposes RW.6.2. Reading for All Purposes STANDARD RW.6.2.2. Analyze organization and structure of informational text to make meaning. CONCEPTS AND SKILLS EVIDENCE OUTCOMES EVIDENCE OUTCOMES EVIDENCE AND SKILLS BND SKILLS AND SKILLS AND SKILLS AND SKILLS AND SKILLS AND SKILLS BND SKILLS AND			
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	INDICATOR		Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. (CCSS: RI.6.5)
AREA	CONTENT AREA	RW.6.2.	Reading for All Purposes

STANDARD	RW.6.2.2.	Analyze organization and structure of informational text to make meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.2. c.	Use Integration of Knowledge and Ideas to:
INDICATOR	RW.6.2.2. c.i.	Integrate information presented in different media or formats (for example: visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. (CCSS: RI.6.7)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.2.3. a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. (CCSS: L.6.4)
INDICATOR	RW.6.2.3. a.i.	Use context (for example: 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. (CCSS: L.6.4a)
INDICATOR	RW.6.2.3. a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.6.4d)
CONTENT AREA	RW.6.2.	Reading for All Purposes
	RW.6.2.3.	Reading for All Purposes Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.
AREA		Apply knowledge of word relationships, word structures, and sentence structures to
STANDARD CONCEPTS AND SKILLS / EVIDENCE		Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE	RW.6.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context. Evidence Outcomes 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
STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES CONTENT	RW.6.2.3. RW.6.2.3. c.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context. Evidence Outcomes 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. (CCSS: L.6.6)
STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES CONTENT AREA	RW.6.2.3. c. RW.6.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context. Evidence Outcomes 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. (CCSS: L.6.6) Writing and Composition Write informative/explanatory texts characterized by appropriate organization, ample
STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES CONTENT AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE	RW.6.2.3. c. RW.6.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context. Evidence Outcomes 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. (CCSS: L.6.6) Writing and Composition Write informative/explanatory texts characterized by appropriate organization, ample development, precise language and formal style.

INDICATOR	RW.6.3.2. a.ii.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.6.2b)
INDICATOR	RW.6.3.2. a.iv.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.6.2d)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.3.	Write engaging real or imagined narratives using techniques such as sensory language, dialogue, description and sequencing to convey experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.6.3)
INDICATOR	RW.6.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.6.1)
INDICATOR	RW.6.3.4. a.iv.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). (CCSS: L.6.1d)
INDICATOR	RW.6.3.4. a.v.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. (CCSS: L.6.1e)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.3.4. b.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (CCSS: L.6.2)
INDICATOR	RW.6.3.4. b.ii.	Correctly spell frequently used words and consult reference materials (for example: dictionaries, both print and digital, spell check, and/or trusted peers and/or adults) to determine the spelling of less frequent vocabulary. (adapted from CCSS: L.6.2b)

CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. d.	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 grade level expectations 1 and 2 above.) (CCSS: W.6.4)
EVIDENCE OUTCOMES	RW.6.3.4. e.	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. (CCSS: W.6.5)
EVIDENCE OUTCOMES	RW.6.3.4. f.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others. (adapted from CCSS: W.6.6)
EVIDENCE OUTCOMES	RW.6.3.4. g.	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. (CCSS W.6.10)
CONTENT AREA	RW.6.4.	Research Inquiry and Design
STANDARD	RW.6.4.1.	Paramanah mandianta) makan makkarian andan dikumbanah andan diku
	KW.0.4.1.	Pose research question(s), gather, synthesize, and credit relevant and credible resources, and present findings.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	RVV.0.4.1.	
AND SKILLS / EVIDENCE	RW.6.4.1. a.	resources, and present findings.
AND SKILLS / EVIDENCE OUT COMES	RW.6.4.1.	resources, and present findings. Evidence Outcomes Conduct short research projects to answer a question, drawing on several sources and refocusing
AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUTCOMES CONTENT	RW.6.4.1. a.	Evidence Outcomes Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. (CCSS: W.6.7)
AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES CONTENT AREA	RW.6.4.1. a.	Evidence Outcomes Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. (CCSS: W.6.7) Research Inquiry and Design Pose research question(s), gather, synthesize, and credit relevant and credible
AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES CONTENT AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE	RW.6.4.1. a.	Evidence Outcomes Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. (CCSS: W.6.7) Research Inquiry and Design Pose research question(s), gather, synthesize, and credit relevant and credible resources, and present findings.

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

Colorado Academic Standards (CAS)

		Grade 6 - Adopted: 2018
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	2	Deliver effective oral presentations for varied audiences and varied purposes.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	8	Craft narratives using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.6.1.	Oral Expression and Listening
STANDARD	RW.6.1.1.	Employ appropriate presentation and collaboration strategies to meet the needs of a given task and purpose.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.1.1. a.	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. (CCSS: SL.6.1)
INDICATOR	RW.6.1.1. a.i.	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. (CCSS: SL.6.1a)
INDICATOR	RW.6.1.1. a.ii.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. (CCSS: SL.6.1b)
INDICATOR	RW.6.1.1. a.iii.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (CCSS: SL.6.1c)
CONTENT AREA	RW.6.1.	Oral Expression and Listening
STANDARD	RW.6.1.2.	Develop, organize, and present ideas and opinions effectively.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.1.2. a.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. (CCSS: SL.6.4)
EVIDENCE OUTCOMES	RW.6.1.2. c.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (CCSS: SL.6.6)

CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.1.	Analyze literary elements within different types of literature to make meaning.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.1. a.	Use Key Ideas and Details to:
INDICATOR	RW.6.2.1. a.i.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RL.6.1)
INDICATOR	RW.6.2.1. a.ii.	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. (CCSS: RL.6.2)
INDICATOR	RW.6.2.1. a.iii.	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. (CCSS: RL.6.3)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.1.	Analyze literary elements within different types of literature to make meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.1. b.	Use Craft and Structure to:
INDICATOR	RW.6.2.1. b.i.	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. (CCSS: RL.6.4)
INDICATOR	RW.6.2.1. b.ii.	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. (CCSS: RL.6.5)
INDICATOR	RW.6.2.1. b.iii.	Explain how an author develops the point of view of the narrator or speaker in a text. (CCSS: RL.6.6)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.1.	Analyze literary elements within different types of literature to make meaning.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.1. d.	Use Range of Reading and Complexity of Text to:
INDICATOR	RW.6.2.1. d.i.	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. (CCSS: RL.6.10)
CONTENT AREA	RW.6.2.	Reading for All Purposes

STANDARD	RW.6.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.2.3. a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. (CCSS: L.6.4)
INDICATOR	RW.6.2.3. a.i.	Use context (for example: 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. (CCSS: L.6.4a)
INDICATOR	RW.6.2.3. a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.6.4d)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.3. c.	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. (CCSS: L.6.6)
CONTENT AREA	RW.6.3.	Writing and Composition
	RW.6.3.2.	Writing and Composition Write informative/explanatory texts characterized by appropriate organization, ample development, precise language and formal style.
AREA		Write informative/explanatory texts characterized by appropriate organization, ample
STANDARD CONCEPTS AND SKILLS / EVIDENCE		Write informative/explanatory texts characterized by appropriate organization, ample development, precise language and formal style.
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE	RW.6.3.2.	Write informative/explanatory texts characterized by appropriate organization, ample development, precise language and formal style. Evidence Outcomes Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES	RW.6.3.2. a.	Write informative/explanatory texts characterized by appropriate organization, ample development, precise language and formal style. Evidence Outcomes Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.6.2) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES INDICATOR CONTENT	RW.6.3.2. a. RW.6.3.2. a.ii.	Write informative/explanatory texts characterized by appropriate organization, ample development, precise language and formal style. Evidence Outcomes Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.6.2) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.6.2b)
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES INDICATOR CONTENT AREA	RW.6.3.2. a. RW.6.3.2. a.ii.	Write informative/explanatory texts characterized by appropriate organization, ample development, precise language and formal style. Evidence Outcomes Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.6.2) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.6.2b) Writing and Composition Write engaging real or imagined narratives using techniques such as sensory language,
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES INDICATOR CONTENT AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE	RW.6.3.2. a. RW.6.3.2. a.ii.	Write informative/explanatory texts characterized by appropriate organization, ample development, precise language and formal style. Evidence Outcomes Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.6.2) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.6.2b) Writing and Composition Write engaging real or imagined narratives using techniques such as sensory language, dialogue, description and sequencing to convey experiences and events.

INDICATOR	RW.6.3.3. a.ii.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. (CCSS: W.6.3b)
INDICATOR	RW.6.3.3. a.iv.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. (CCSS: W.6.3d)
INDICATOR	RW.6.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.6.1)
INDICATOR	RW.6.3.4. a.iv.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). (CCSS: L.6.1d)
INDICATOR	RW.6.3.4. a.v.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. (CCSS: L.6.1e)
CONTENT AREA	RW.6.3.	Writing and Composition
	RW.6.3.	Writing and Composition Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
AREA		Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE		Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
AREA STANDARD CONCEPTS AND SKILLS I EVIDENCE OUTCOMES EVIDENCE	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience. Evidence Outcomes Demonstrate command of the conventions of Standard English capitalization,
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUT COMES	RW.6.3.4. b.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience. Evidence Outcomes Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (CCSS: L.6.2) Correctly spell frequently used words and consult reference materials (for example: dictionaries, both print and digital, spell check, and/or trusted peers and/or adults) to determine the spelling of
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES INDICATOR	RW.6.3.4. b.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience. Evidence Outcomes Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (CCSS: L.6.2) Correctly spell frequently used words and consult reference materials (for example: dictionaries, both print and digital, spell check, and/or trusted peers and/or adults) to determine the spelling of less frequent vocabulary. (adapted from CCSS: L.6.2b)
AREA STANDARD CONCEPTS AND SKILLS I EVIDENCE OUTCOMES EVIDENCE OUTCOMES INDICATOR CONTENT AREA	RW.6.3.4. b. RW.6.3.4. b.ii.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience. Evidence Outcomes Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (CCSS: L.6.2) Correctly spell frequently used words and consult reference materials (for example: dictionaries, both print and digital, spell check, and/or trusted peers and/or adults) to determine the spelling of less frequent vocabulary. (adapted from CCSS: L.6.2b) Writing and Composition Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as

EVIDENCE OUTCOMES	RW.6.3.4. e.	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. (CCSS: W.6.5)
EVIDENCE OUTCOMES	RW.6.3.4. f.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others. (adapted from CCSS: W.6.6)
EVIDENCE OUTCOMES	RW.6.3.4. g.	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. (CCSS W.6.10)
CONTENT AREA	RW.6.4.	Research Inquiry and Design
	RW.6.4.1.	Pose research question(s), gather, synthesize, and credit relevant and credible resources, and present findings.
AREA		Pose research question(s), gather, synthesize, and credit relevant and credible

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

Colorado Academic Standards (CAS)

		Grade 6 - Adopted: 2018
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	2	Deliver effective oral presentations for varied audiences and varied purposes.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	8	Craft narratives using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.6.1.	Oral Expression and Listening
STANDARD	RW.6.1.1.	Employ appropriate presentation and collaboration strategies to meet the needs of a given task and purpose.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.1.1. a.	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. (CCSS: SL.6.1)
INDICATOR	RW.6.1.1. a.i.	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. (CCSS: SL.6.1a)
INDICATOR	RW.6.1.1. a.ii.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. (CCSS: SL.6.1b)
INDICATOR	RW.6.1.1. a.iii.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (CCSS: SL.6.1c)
CONTENT AREA	RW.6.1.	Oral Expression and Listening
STANDARD	RW.6.1.2.	Develop, organize, and present ideas and opinions effectively.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.1.2. a.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. (CCSS: SL.6.4)
EVIDENCE OUTCOMES	RW.6.1.2. c.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (CCSS: SL.6.6)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.1.	Analyze literary elements within different types of literature to make meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.2.1. a.	Use Key Ideas and Details to:
INDICATOR	RW.6.2.1. a.i.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RL.6.1)
INDICATOR	RW.6.2.1. a.ii.	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. (CCSS: RL.6.2)
INDICATOR	RW.6.2.1. a.iii.	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. (CCSS: RL.6.3)
CONTENT AREA	RW.6.2.	Reading for All Purposes
	RW.6.2.1.	Reading for All Purposes Analyze literary elements within different types of literature to make meaning.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.1. b.	Use Craft and Structure to:
INDICATOR	RW.6.2.1. b.i.	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. (CCSS: RL.6.4)
INDICATOR	RW.6.2.1. b.ii.	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. (CCSS: RL.6.5)
INDICATOR	RW.6.2.1. b.iii.	Explain how an author develops the point of view of the narrator or speaker in a text. (CCSS: RL.6.6)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.1.	Analyze literary elements within different types of literature to make meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.1. d.	Use Range of Reading and Complexity of Text to:
INDICATOR	RW.6.2.1. d.i.	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. (CCSS: RL.6.10)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.3. a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. (CCSS: L.6.4)
INDICATOR	RW.6.2.3. a.i.	Use context (for example: 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. (CCSS: L.6.4a)
INDICATOR	RW.6.2.3. a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.6.4d)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.6.2.3. c.	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. (CCSS: L.6.6)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.2.	Write informative/explanatory texts characterized by appropriate organization, ample development, precise language and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.6.2)
INDICATOR	RW.6.3.2. a.ii.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.6.2b)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.3.	Write engaging real or imagined narratives using techniques such as sensory language, dialogue, description and sequencing to convey experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.6.3)
INDICATOR	RW.6.3.3. a.i.	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. (CCSS: W.6.3a)
INDICATOR	RW.6.3.3. a.ii.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. (CCSS: W.6.3b)
INDICATOR	RW.6.3.3. a.iv.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. (CCSS: W.6.3d)
INDICATOR	RW.6.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.6.1)

INDICATOR	RW.6.3.4. a.iv.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). (CCSS: L.6.1d)
INDICATOR	RW.6.3.4. a.v.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. (CCSS: L.6.1e)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.3.4. b.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (CCSS: L.6.2)
INDICATOR	RW.6.3.4. b.ii.	Correctly spell frequently used words and consult reference materials (for example: dictionaries, both print and digital, spell check, and/or trusted peers and/or adults) to determine the spelling of less frequent vocabulary. (adapted from CCSS: L.6.2b)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. d.	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 grade level expectations 1 and 2 above.) (CCSS: W.6.4)
EVIDENCE OUTCOMES	RW.6.3.4. e.	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. (CCSS: W.6.5)
EVIDENCE	RW.6.3.4.	Use technology, including the Internet, to produce and publish writing as well as to interact and
OUTCOMES	f.	collaborate with others. (adapted from CCSS: W.6.6)
EVIDENCE OUTCOMES	RW.6.3.4. g.	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. (CCSS W.6.10)
EVIDENCE	RW.6.3.4.	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
EVIDENCE OUTCOMES	RW.6.3.4. g.	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. (CCSS W.6.10)

EVIDENCE
OUTCOMES

RW.6.4.1.

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. (CCSS: W.6.8)

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

Colorado Academic Standards (CAS)

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Grade 6 - Adopted: 2018		
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	2	Deliver effective oral presentations for varied audiences and varied purposes.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	8	Craft narratives using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.6.1.	Oral Expression and Listening
STANDARD	RW.6.1.1.	Employ appropriate presentation and collaboration strategies to meet the needs of a given task and purpose.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.1.1. a.	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. (CCSS: SL.6.1)
INDICATOR	RW.6.1.1. a.i.	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. (CCSS: SL.6.1a)
INDICATOR	RW.6.1.1. a.ii.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. (CCSS: SL.6.1b)
INDICATOR	RW.6.1.1. a.iii.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (CCSS: SL.6.1c)
CONTENT AREA	RW.6.1.	Oral Expression and Listening
STANDARD	RW.6.1.2.	Develop, organize, and present ideas and opinions effectively.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.1.2. a.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. (CCSS: SL.6.4)
EVIDENCE OUTCOMES	RW.6.1.2. c.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (CCSS: SL.6.6)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.1.	Analyze literary elements within different types of literature to make meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.2.1. a.	Use Key Ideas and Details to:
INDICATOR	RW.6.2.1. a.i.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RL.6.1)
INDICATOR	RW.6.2.1. a.ii.	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. (CCSS: RL.6.2)
INDICATOR	RW.6.2.1. a.iii.	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. (CCSS: RL.6.3)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.1.	Analyze literary elements within different types of literature to make meaning.
CONCEPTS AND SKILLS I EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.1. b.	Use Craft and Structure to:
INDICATOR	RW.6.2.1. b.i.	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. (CCSS: RL.6.4)
INDICATOR	RW.6.2.1. b.ii.	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. (CCSS: RL.6.5)
INDICATOR	RW.6.2.1. b.iii.	Explain how an author develops the point of view of the narrator or speaker in a text. (CCSS: RL.6.6)
CONTENT AREA	RW.6.2.	Reading for All Purposes

CONCEPTS		Evidence Outcomes
AND SKILLS / EVIDENCE OUTCOMES		
EVIDENCE OUTCOMES	RW.6.2.1. d.	Use Range of Reading and Complexity of Text to:
INDICATOR	RW.6.2.1. d.i.	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. (CCSS: RL.6.10)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.2.3. a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. (CCSS: L.6.4)
INDICATOR	RW.6.2.3. a.i.	Use context (for example: 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. (CCSS: L.6.4a)
INDICATOR	RW.6.2.3. a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.6.4d)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.3. c.	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. (CCSS: L.6.6)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.2.	Write informative/explanatory texts characterized by appropriate organization, ample development, precise language and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.6.2)
INDICATOR	RW.6.3.2. a.ii.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.6.2b)
CONTENT	RW.6.3.	Writing and Composition

STANDARD	RW.6.3.3.	Write engaging real or imagined narratives using techniques such as sensory language, dialogue, description and sequencing to convey experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.6.3)
INDICATOR	RW.6.3.3. a.i.	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. (CCSS: W.6.3a)
INDICATOR	RW.6.3.3. a.ii.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. (CCSS: W.6.3b)
INDICATOR	RW.6.3.3. a.iv.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. (CCSS: W.6.3d)
INDICATOR	RW.6.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS /		Evidence Outcomes
EVIDENCE OUT COMES		
EVIDENCE	RW.6.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.6.1)
EVIDENCE OUTCOMES EVIDENCE		
EVIDENCE OUT COMES EVIDENCE OUT COMES	a. RW.6.3.4.	when writing or speaking. (CCSS: L.6.1) Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
EVIDENCE OUTCOMES EVIDENCE OUTCOMES INDICATOR	RW.6.3.4. a.iv.	when writing or speaking. (CCSS: L.6.1) Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). (CCSS: L.6.1d) Recognize variations from standard English in their own and others' writing and speaking, and
EVIDENCE OUT COMES EVIDENCE OUT COMES INDICATOR INDICATOR CONTENT	RW.6.3.4. a.iv. RW.6.3.4. a.v.	when writing or speaking. (CCSS: L.6.1) Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). (CCSS: L.6.1d) Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. (CCSS: L.6.1e)
EVIDENCE OUT COMES EVIDENCE OUT COMES INDICATOR INDICATOR CONTENT AREA	RW.6.3.4. a.iv. RW.6.3.4. a.v.	when writing or speaking. (CCSS: L.6.1) Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). (CCSS: L.6.1d) Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. (CCSS: L.6.1e) Writing and Composition Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as
EVIDENCE OUT COMES EVIDENCE OUT COMES INDICATOR INDICATOR CONTENT AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE	RW.6.3.4. a.iv. RW.6.3.4. a.v.	when writing or speaking. (CCSS: L.6.1) Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). (CCSS: L.6.1d) Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. (CCSS: L.6.1e) Writing and Composition Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.

CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. d.	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 grade level expectations 1 and 2 above.) (CCSS: W.6.4)
EVIDENCE OUTCOMES	RW.6.3.4. e.	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. (CCSS: W.6.5)
EVIDENCE OUTCOMES	RW.6.3.4. f.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others. (adapted from CCSS: W.6.6)
EVIDENCE OUTCOMES	RW.6.3.4. g.	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. (CCSS W.6.10)
CONTENT AREA	RW.6.4.	Research Inquiry and Design
STANDARD	RW.6.4.1.	Pose research question(s), gather, synthesize, and credit relevant and credible resources, and present findings.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.4.1. b.	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. (CCSS: W.6.8)

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

Colorado Academic Standards (CAS)

Grade 6 - Adopted: 2018		
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.

STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
STANDARD	10	Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.
CONTENT AREA	RW.6.1.	Oral Expression and Listening
STANDARD	RW.6.1.1.	Employ appropriate presentation and collaboration strategies to meet the needs of a given task and purpose.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.1.1. a.	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. (CCSS: SL.6.1)
INDICATOR	RW.6.1.1. a.i.	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. (CCSS: SL.6.1a)
INDICATOR	RW.6.1.1. a.ii.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. (CCSS: SL.6.1b)
INDICATOR	RW.6.1.1. a.iii.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (CCSS: SL.6.1c)
CONTENT	RW.6.2.	Reading for All Purposes
AREA		
STANDARD	RW.6.2.2.	Analyze organization and structure of informational text to make meaning.
	RW.6.2.2.	Analyze organization and structure of informational text to make meaning. Evidence Outcomes
STANDARD CONCEPTS AND SKILLS / EVIDENCE	RW.6.2.2. RW.6.2.2. a.	
STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE	RW.6.2.2.	Evidence Outcomes
STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES	RW.6.2.2. a.	Evidence Outcomes Use Key Ideas and Details to: Cite textual evidence to support analysis of what the text says explicitly as well as inferences
STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES INDICATOR	RW.6.2.2. a. RW.6.2.2. a.i.	Evidence Outcomes Use Key Ideas and Details to: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.6.1) Determine a central idea of a text and how it is conveyed through particular details; provide a
STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES INDICATOR INDICATOR	RW.6.2.2. a.i. RW.6.2.2. a.ii. RW.6.2.2.	Evidence Outcomes Use Key Ideas and Details to: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.6.1) 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. (CCSS: RI.6.2) Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated on
STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES INDICATOR INDICATOR INDICATOR CONTENT	RW.6.2.2. a.i. RW.6.2.2. a.ii. RW.6.2.2. a.iii.	Evidence Outcomes Use Key Ideas and Details to: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.6.1) 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. (CCSS: RI.6.2) Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated on in a text (for example: through examples or anecdotes). (CCSS: RI.6.3)
STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES INDICATOR INDICATOR INDICATOR CONTENT AREA	RW.6.2.2. a.i. RW.6.2.2. a.ii. RW.6.2.2. a.iii. RW.6.2.2.	Use Key Ideas and Details to: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.6.1) 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. (CCSS: RI.6.2) Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated on in a text (for example: through examples or anecdotes). (CCSS: RI.6.3) Reading for All Purposes

EVIDENCE OUTCOMES	RW.6.2.2. b.	Use Craft and Structure to:
INDICATOR	RW.6.2.2. b.i.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (CCSS: RI.6.4)
INDICATOR	RW.6.2.2. b.ii.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. (CCSS: RI.6.5)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.2.	Analyze organization and structure of informational text to make meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.2. c.	Use Integration of Knowledge and Ideas to:
INDICATOR	RW.6.2.2. c.i.	Integrate information presented in different media or formats (for example: visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. (CCSS: RI.6.7)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.3. a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. (CCSS: L.6.4)
INDICATOR	RW.6.2.3. a.i.	Use context (for example: 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. (CCSS: L.6.4a)
INDICATOR	RW.6.2.3. a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.6.4d)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.3. c.	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. (CCSS: L.6.6)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.2.	Write informative/explanatory texts characterized by appropriate organization, ample development, precise language and formal style.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.6.2)
INDICATOR	RW.6.3.2. a.i.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.6.2a)
INDICATOR	RW.6.3.2. a.ii.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.6.2b)
INDICATOR	RW.6.3.2. a.iv.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.6.2d)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.3.	Write engaging real or imagined narratives using techniques such as sensory language, dialogue, description and sequencing to convey experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.6.3)
INDICATOR	RW.6.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.6.1)
INDICATOR	RW.6.3.4. a.iv.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). (CCSS: L.6.1d)
INDICATOR	RW.6.3.4. a.v.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. (CCSS: L.6.1e)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.3.4. b.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (CCSS: L.6.2)
INDICATOR	RW.6.3.4. b.ii.	Correctly spell frequently used words and consult reference materials (for example: dictionaries, both print and digital, spell check, and/or trusted peers and/or adults) to determine the spelling of less frequent vocabulary. (adapted from CCSS: L.6.2b)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. d.	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 grade level expectations 1 and 2 above.) (CCSS: W.6.4)
EVIDENCE OUTCOMES	RW.6.3.4. e.	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. (CCSS: W.6.5)
EVIDENCE OUTCOMES	RW.6.3.4. f.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others. (adapted from CCSS: W.6.6)
EVIDENCE OUTCOMES	RW.6.3.4. g.	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. (CCSS W.6.10)
CONTENT AREA	RW.6.4.	Research Inquiry and Design
STANDARD	RW.6.4.1.	Pose research question(s), gather, synthesize, and credit relevant and credible resources, and present findings.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.4.1. a.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. (CCSS: W.6.7)
EVIDENCE OUTCOMES	RW.6.4.1. b.	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. (CCSS: W.6.8)

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

Colorado Academic Standards (CAS)

CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
STANDARD	10	Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.
CONTENT AREA	RW.6.1.	Oral Expression and Listening
STANDARD	RW.6.1.1.	Employ appropriate presentation and collaboration strategies to meet the needs of a given task and purpose.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.1.1. a.	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. (CCSS: SL.6.1)
INDICATOR	RW.6.1.1. a.i.	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. (CCSS: SL.6.1a)
INDICATOR	RW.6.1.1. a.ii.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. (CCSS: SL.6.1b)
INDICATOR	RW.6.1.1. a.iii.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (CCSS: SL.6.1c)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.2.	Analyze organization and structure of informational text to make meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.2. a.	Use Key Ideas and Details to:
INDICATOR	RW.6.2.2. a.i.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.6.1)

INDICATOR	RW.6.2.2. a.ii.	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. (CCSS: RI.6.2)
INDICATOR	RW.6.2.2. a.iii.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated on in a text (for example: through examples or anecdotes). (CCSS: RI.6.3)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.2.	Analyze organization and structure of informational text to make meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.2.2. b.	Use Craft and Structure to:
INDICATOR	RW.6.2.2. b.i.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (CCSS: RI.6.4)
INDICATOR	RW.6.2.2. b.ii.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. (CCSS: RI.6.5)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.2.	Analyze organization and structure of informational text to make meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.2.2. c.	Use Integration of Knowledge and Ideas to:
INDICATOR	RW.6.2.2. c.i.	Integrate information presented in different media or formats (for example: visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. (CCSS: RI.6.7)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.3. a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. (CCSS: L.6.4)
INDICATOR	RW.6.2.3. a.i.	Use context (for example: 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. (CCSS: L.6.4a)
INDICATOR	RW.6.2.3. a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.6.4d)
CONTENT AREA	RW.6.2.	Reading for All Purposes

STANDARD	RW.6.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to
STANDARD	RVV.0.2.3.	determine the meaning of new words in context.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.3. c.	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. (CCSS: L.6.6)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.2.	Write informative/explanatory texts characterized by appropriate organization, ample development, precise language and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.6.2)
INDICATOR	RW.6.3.2. a.i.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.6.2a)
INDICATOR	RW.6.3.2. a.ii.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.6.2b)
INDICATOR	RW.6.3.2. a.iv.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.6.2d)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.3.	Write engaging real or imagined narratives using techniques such as sensory language, dialogue, description and sequencing to convey experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.6.3)
INDICATOR	RW.6.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.6.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.6.1)
INDICATOR	RW.6.3.4. a.iv.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). (CCSS: L.6.1d)
INDICATOR	RW.6.3.4. a.v.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. (CCSS: L.6.1e)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.3.4. b.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (CCSS: L.6.2)
INDICATOR	RW.6.3.4. b.ii.	Correctly spell frequently used words and consult reference materials (for example: dictionaries, both print and digital, spell check, and/or trusted peers and/or adults) to determine the spelling of less frequent vocabulary. (adapted from CCSS: L.6.2b)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. d.	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 grade level expectations 1 and 2 above.) (CCSS: W.6.4)
EVIDENCE OUTCOMES	RW.6.3.4. e.	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. (CCSS: W.6.5)
EVIDENCE OUTCOMES	RW.6.3.4. f.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others. (adapted from CCSS: W.6.6)
EVIDENCE OUTCOMES	RW.6.3.4. g.	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. (CCSS W.6.10)
CONTENT AREA	RW.6.4.	Research Inquiry and Design
STANDARD	RW.6.4.1.	Pose research question(s), gather, synthesize, and credit relevant and credible resources, and present findings.
CONCEPTS AND SKILLS /		Evidence Outcomes

EVIDENCE OUTCOMES	RW.6.4.1. a.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. (CCSS: W.6.7)
EVIDENCE OUTCOMES	RW.6.4.1. b.	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. (CCSS: W.6.8)

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

Colorado Academic Standards (CAS)

		Grade 6 - Adopted: 2018
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
STANDARD	10	Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.
CONTENT AREA	RW.6.1.	Oral Expression and Listening
STANDARD	RW.6.1.1.	Employ appropriate presentation and collaboration strategies to meet the needs of a given task and purpose.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.1.1. a.	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. (CCSS: SL.6.1)
INDICATOR	RW.6.1.1. a.i.	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. (CCSS: SL.6.1a)
INDICATOR	RW.6.1.1. a.ii.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. (CCSS: SL.6.1b)
INDICATOR	RW.6.1.1. a.iii.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (CCSS: SL.6.1c)

CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.2.	Analyze organization and structure of informational text to make meaning.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.2. a.	Use Key Ideas and Details to:
INDICATOR	RW.6.2.2. a.i.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.6.1)
INDICATOR	RW.6.2.2. a.ii.	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. (CCSS: RI.6.2)
INDICATOR	RW.6.2.2. a.iii.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated on in a text (for example: through examples or anecdotes). (CCSS: RI.6.3)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.2.	Analyze organization and structure of informational text to make meaning.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.2. b.	Use Craft and Structure to:
INDICATOR	RW.6.2.2. b.i.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (CCSS: RI.6.4)
INDICATOR	RW.6.2.2. b.ii.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. (CCSS: RI.6.5)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.2.	Analyze organization and structure of informational text to make meaning.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.2. c.	Use Integration of Knowledge and Ideas to:
INDICATOR	RW.6.2.2. c.i.	Integrate information presented in different media or formats (for example: visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. (CCSS: RI.6.7)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.2.3. a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. (CCSS: L.6.4)
INDICATOR	RW.6.2.3. a.i.	Use context (for example: 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. (CCSS: L.6.4a)
INDICATOR	RW.6.2.3. a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.6.4d)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.3. c.	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. (CCSS: L.6.6)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.2.	Write informative/explanatory texts characterized by appropriate organization, ample development, precise language and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.6.2)
INDICATOR	RW.6.3.2. a.i.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.6.2a)
INDICATOR	RW.6.3.2. a.ii.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.6.2b)
INDICATOR	RW.6.3.2. a.iv.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.6.2d)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.3.	Write engaging real or imagined narratives using techniques such as sensory language, dialogue, description and sequencing to convey experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUT COMES	RW.6.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.6.3)
INDICATOR	RW.6.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.6.1)
INDICATOR	RW.6.3.4. a.iii.	Recognize and correct inappropriate shifts in pronoun number and person. (CCSS: L.6.1c)
INDICATOR	RW.6.3.4. a.iv.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). (CCSS: L.6.1d)
INDICATOR	RW.6.3.4. a.v.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. (CCSS: L.6.1e)
CONTENT AREA	RW.6.3.	Writing and Composition
	RW.6.3.	Writing and Composition Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
AREA		Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as
STANDARD CONCEPTS AND SKILLS / EVIDENCE		Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience. Evidence Outcomes Demonstrate command of the conventions of Standard English capitalization,
STANDARD CONCEPTS AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUT COMES	RW.6.3.4. b.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience. Evidence Outcomes Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (CCSS: L.6.2) Correctly spell frequently used words and consult reference materials (for example: dictionaries, both print and digital, spell check, and/or trusted peers and/or adults) to determine the spelling of
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUT COMES INDICATOR	RW.6.3.4. b. RW.6.3.4. b.ii.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience. Evidence Outcomes Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (CCSS: L.6.2) Correctly spell frequently used words and consult reference materials (for example: dictionaries, both print and digital, spell check, and/or trusted peers and/or adults) to determine the spelling of less frequent vocabulary. (adapted from CCSS: L.6.2b)
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES INDICATOR CONTENT AREA	RW.6.3.4. b. RW.6.3.4. b.ii.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience. Evidence Outcomes Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (CCSS: L.6.2) Correctly spell frequently used words and consult reference materials (for example: dictionaries, both print and digital, spell check, and/or trusted peers and/or adults) to determine the spelling of less frequent vocabulary. (adapted from CCSS: L.6.2b) Writing and Composition Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as

EVIDENCE OUTCOMES	RW.6.3.4. e.	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. (CCSS: W.6.5)
EVIDENCE OUTCOMES	RW.6.3.4. f.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others. (adapted from CCSS: W.6.6)
EVIDENCE OUTCOMES	RW.6.3.4. g.	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. (CCSS W.6.10)
CONTENT AREA	RW.6.4.	Research Inquiry and Design
STANDARD	RW.6.4.1.	Pose research question(s), gather, synthesize, and credit relevant and credible resources, and present findings.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.4.1. a.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. (CCSS: W.6.7)
EVIDENCE OUTCOMES	RW.6.4.1. b.	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. (CCSS: W.6.8)

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

Colorado Academic Standards (CAS)

		Grade 6 - Adopted: 2018
CONTENT		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
STANDARD	10	Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.
CONTENT AREA	RW.6.2.	Reading for All Purposes

STANDARD	RW.6.2.2.	Analyze organization and structure of informational text to make meaning.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.2.2. a.	Use Key Ideas and Details to:
INDICATOR	RW.6.2.2. a.i.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.6.1)
INDICATOR	RW.6.2.2. a.ii.	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. (CCSS: RI.6.2)
INDICATOR	RW.6.2.2. a.iii.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated on in a text (for example: through examples or anecdotes). (CCSS: RI.6.3)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.2.	Analyze organization and structure of informational text to make meaning.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.2. b.	Use Craft and Structure to:
INDICATOR	RW.6.2.2. b.i.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (CCSS: RI.6.4)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.2.	Analyze organization and structure of informational text to make meaning.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.2. c.	Use Integration of Knowledge and Ideas to:
INDICATOR	RW.6.2.2. c.i.	Integrate information presented in different media or formats (for example: visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. (CCSS: RI.6.7)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.3. a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. (CCSS: L.6.4)

INDICATOR	RW.6.2.3. a.i.	Use context (for example: 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. (CCSS: L.6.4a)
INDICATOR	RW.6.2.3. a.iii.	Consult reference materials (for example: 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. (CCSS: L.6.4c)
INDICATOR	RW.6.2.3. a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.6.4d)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.3. c.	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. (CCSS: L.6.6)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.2.	Write informative/explanatory texts characterized by appropriate organization, ample development, precise language and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.6.2)
INDICATOR	RW.6.3.2. a.i.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.6.2a)
INDICATOR	RW.6.3.2. a.ii.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.6.2b)
INDICATOR	RW.6.3.2. a.iv.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.6.2d)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.3.	Write engaging real or imagined narratives using techniques such as sensory language, dialogue, description and sequencing to convey experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.6.3)

INDICATOR	RW.6.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.6.1)
INDICATOR	RW.6.3.4. a.iv.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). (CCSS: L.6.1d)
INDICATOR	RW.6.3.4. a.v.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. (CCSS: L.6.1e)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.3.4. b.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (CCSS: L.6.2)
INDICATOR	RW.6.3.4. b.ii.	Correctly spell frequently used words and consult reference materials (for example: dictionaries, both print and digital, spell check, and/or trusted peers and/or adults) to determine the spelling of less frequent vocabulary. (adapted from CCSS: L.6.2b)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. d.	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 grade level expectations 1 and 2 above.) (CCSS: W.6.4)
EVIDENCE OUTCOMES	RW.6.3.4. e.	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. (CCSS: W.6.5)
EVIDENCE OUTCOMES	RW.6.3.4. f.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others. (adapted from CCSS: W.6.6)

EVIDENCE OUTCOMES	RW.6.3.4. g.	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. (CCSS W.6.10)
CONTENT AREA	RW.6.4.	Research Inquiry and Design
STANDARD	RW.6.4.1.	Pose research question(s), gather, synthesize, and credit relevant and credible resources, and present findings.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.4.1. a.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. (CCSS: W.6.7)

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Colorado Academic Standards (CAS)

Grade 6 - Adopted: 2018		
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
STANDARD	10	Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.2.	Analyze organization and structure of informational text to make meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.2. a.	Use Key Ideas and Details to:
INDICATOR	RW.6.2.2. a.i.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.6.1)

INDICATOR	RW.6.2.2. a.ii.	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. (CCSS: RI.6.2)
INDICATOR	RW.6.2.2. a.iii.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated on in a text (for example: through examples or anecdotes). (CCSS: RI.6.3)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.2.	Analyze organization and structure of informational text to make meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.2. b.	Use Craft and Structure to:
INDICATOR	RW.6.2.2. b.i.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (CCSS: RI.6.4)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.2.	Analyze organization and structure of informational text to make meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.2. c.	Use Integration of Knowledge and Ideas to:
INDICATOR	RW.6.2.2. c.i.	Integrate information presented in different media or formats (for example: visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. (CCSS: RI.6.7)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.2.3. a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. (CCSS: L.6.4)
INDICATOR	RW.6.2.3. a.i.	Use context (for example: 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. (CCSS: L.6.4a)
INDICATOR	RW.6.2.3. a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.6.4d)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.

EVIDENCE OUTCOMES RW.6.2.3. Acquire and use accurately grade-appropriate general academic and domain-specific outcomes CONTENT RW.6.3. Writing and Composition RW.6.3. Writing and Composition	words and
OUTCOMES c. phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.6.6) CONTENT RW.6.3. Writing and Composition	words and
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STANDARD RW.6.3.2. Write informative/explanatory texts characterized by appropriate organizatio development, precise language and formal style.	n, ample
CONCEPTS Evidence Outcomes AND SKILLS / EVIDENCE OUT COMES	
EVIDENCE RW.6.3.2. Write informative/explanatory texts to examine a topic and convey ideas, cond information through the selection, organization, and analysis of relevant cont (CCSS: W.6.2)	
INDICATOR RW.6.3.2. Introduce a topic; organize ideas, concepts, and information, using strategies such as d classification, comparison/contrast, and cause/effect; include formatting (for example: he graphics (for example: charts, tables), and multimedia when useful to aiding comprehen (CCSS: W.6.2a)	eadings),
INDICATOR RW.6.3.2. Develop the topic with relevant facts, definitions, concrete details, quotations, or other in and examples. (CCSS: W.6.2b)	formation
INDICATOR RW.6.3.2. Use precise language and domain-specific vocabulary to inform about or explain the to a.iv. (CCSS: W.6.2d)	pic.
CONTENT RW.6.3. Writing and Composition AREA	
STANDARD RW.6.3.3. Write engaging real or imagined narratives using techniques such as sensory	language,
dialogue, description and sequencing to convey experiences and events.	
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES dialogue, description and sequencing to convey experiences and events. Evidence Outcomes Outcomes	
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES RW.6.3.3. Write narratives to develop real or imagined experiences or events using effect technique, relevant descriptive details, and well-structured event sequences.	(CCSS:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES RW.6.3.3. Write narratives to develop real or imagined experiences or events using effect technique, relevant descriptive details, and well-structured event sequences. W.6.3) INDICATOR RW.6.3.3. Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme); figurating language (for example: simile, metaphor, personification); and graphic elements (for example: simile, metaphor, personification); and	(CCSS:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES RW.6.3.3. Write narratives to develop real or imagined experiences or events using effect technique, relevant descriptive details, and well-structured event sequences. W.6.3) INDICATOR RW.6.3.3. Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme); figurate language (for example: simile, metaphor, personification); and graphic elements (for examplate letters, line length, word position) to express personal or narrative voice. CONTENT RW.6.3. Writing and Composition	tive ample:
CONCEPTS AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUT COMES RW.6.3.3. Write narratives to develop real or imagined experiences or events using effect technique, relevant descriptive details, and well-structured event sequences. W.6.3) INDICATOR RW.6.3.3. Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme); figurar language (for example: simile, metaphor, personification); and graphic elements (for examplate letters, line length, word position) to express personal or narrative voice. CONTENT AREA RW.6.3.4. Writing and Composition RW.6.3.4. Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and medical conventions for grammar.	tive ample:

INDICATOR	RW.6.3.4. a.iv.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). (CCSS: L.6.1d)
INDICATOR	RW.6.3.4. a.v.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. (CCSS: L.6.1e)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. b.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (CCSS: L.6.2)
INDICATOR	RW.6.3.4. b.ii.	Correctly spell frequently used words and consult reference materials (for example: dictionaries, both print and digital, spell check, and/or trusted peers and/or adults) to determine the spelling of less frequent vocabulary. (adapted from CCSS: L.6.2b)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. d.	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 grade level expectations 1 and 2 above.) (CCSS: W.6.4)
EVIDENCE OUTCOMES	RW.6.3.4. e.	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. (CCSS: W.6.5)
EVIDENCE OUTCOMES	RW.6.3.4. f.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others. (adapted from CCSS: W.6.6)
EVIDENCE OUTCOMES	RW.6.3.4. g.	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. (CCSS W.6.10)
CONTENT AREA	RW.6.4.	Research Inquiry and Design
STANDARD	RW.6.4.1.	Pose research question(s), gather, synthesize, and credit relevant and credible resources, and present findings.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.4.1. a.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. (CCSS: W.6.7)

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Colorado Academic Standards (CAS)

		Grade 6 - Adopted: 2018
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.1.	Analyze literary elements within different types of literature to make meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.2.1. a.	Use Key Ideas and Details to:
INDICATOR	RW.6.2.1. a.i.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RL.6.1)
INDICATOR	RW.6.2.1. a.ii.	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. (CCSS: RL.6.2)
INDICATOR	RW.6.2.1. a.iii.	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. (CCSS: RL.6.3)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.1.	Analyze literary elements within different types of literature to make meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.1. d.	Use Range of Reading and Complexity of Text to:
INDICATOR	RW.6.2.1. d.i.	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. (CCSS: RL.6.10)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.2.3. a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. (CCSS: L.6.4)
INDICATOR	RW.6.2.3. a.i.	Use context (for example: 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. (CCSS: L.6.4a)
INDICATOR	RW.6.2.3. a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.6.4d)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.3. c.	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. (CCSS: L.6.6)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.2.	Write informative/explanatory texts characterized by appropriate organization, ample development, precise language and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.6.2)
INDICATOR	RW.6.3.2. a.i.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.6.2a)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.3.	Write engaging real or imagined narratives using techniques such as sensory language, dialogue, description and sequencing to convey experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.6.3)
INDICATOR	RW.6.3.3.	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. (CCSS: W.6.3a)

INDICATOR	RW.6.3.3. a.ii.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. (CCSS: W.6.3b)
INDICATOR	RW.6.3.3. a.iv.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. (CCSS: W.6.3d)
INDICATOR	RW.6.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.6.1)
INDICATOR	RW.6.3.4. a.iv.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). (CCSS: L.6.1d)
INDICATOR	RW.6.3.4. a.v.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. (CCSS: L.6.1e)
CONTENT AREA	RW.6.3.	Writing and Composition
	RW.6.3.	Writing and Composition Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
AREA		Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE		Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
AREA STANDARD CONCEPTS AND SKILLS I EVIDENCE OUTCOMES EVIDENCE	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience. Evidence Outcomes Demonstrate command of the conventions of Standard English capitalization,
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUT COMES	RW.6.3.4. b.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience. Evidence Outcomes Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (CCSS: L.6.2) Correctly spell frequently used words and consult reference materials (for example: dictionaries, both print and digital, spell check, and/or trusted peers and/or adults) to determine the spelling of
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES INDICATOR	RW.6.3.4. b. RW.6.3.4. b.ii.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience. Evidence Outcomes Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (CCSS: L.6.2) Correctly spell frequently used words and consult reference materials (for example: dictionaries, both print and digital, spell check, and/or trusted peers and/or adults) to determine the spelling of less frequent vocabulary. (adapted from CCSS: L.6.2b)
AREA STANDARD CONCEPTS AND SKILLS I EVIDENCE OUTCOMES EVIDENCE OUTCOMES INDICATOR CONTENT AREA	RW.6.3.4. b. RW.6.3.4. b.ii.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience. Evidence Outcomes Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (CCSS: L.6.2) Correctly spell frequently used words and consult reference materials (for example: dictionaries, both print and digital, spell check, and/or trusted peers and/or adults) to determine the spelling of less frequent vocabulary. (adapted from CCSS: L.6.2b) Writing and Composition Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as

EVIDENCE OUTCOMES	RW.6.3.4. e.	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. (CCSS: W.6.5)
EVIDENCE OUTCOMES	RW.6.3.4. f.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others. (adapted from CCSS: W.6.6)
EVIDENCE OUTCOMES	RW.6.3.4. g.	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. (CCSS W.6.10)

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

Colorado Academic Standards (CAS)

		Grade 6 - Adopted: 2018
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
STANDARD	10	Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.
CONTENT AREA	RW.6.1.	Oral Expression and Listening
STANDARD	RW.6.1.1.	Employ appropriate presentation and collaboration strategies to meet the needs of a given task and purpose.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.1.1. a.	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. (CCSS: SL.6.1)
INDICATOR	RW.6.1.1. a.i.	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. (CCSS: SL.6.1a)
INDICATOR	RW.6.1.1. a.ii.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. (CCSS: SL.6.1b)

INDICATOR	RW.6.1.1. a.iii.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (CCSS: SL.6.1c)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.2.	Analyze organization and structure of informational text to make meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.2.2. a.	Use Key Ideas and Details to:
INDICATOR	RW.6.2.2. a.i.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.6.1)
INDICATOR	RW.6.2.2. a.ii.	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. (CCSS: RI.6.2)
INDICATOR	RW.6.2.2. a.iii.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated on in a text (for example: through examples or anecdotes). (CCSS: RI.6.3)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.2.	Analyze organization and structure of informational text to make meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.2.2. b.	Use Craft and Structure to:
INDICATOR	RW.6.2.2. b.i.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (CCSS: RI.6.4)
INDICATOR	RW.6.2.2. b.ii.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. (CCSS: RI.6.5)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.2.	Analyze organization and structure of informational text to make meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.2. c.	Use Integration of Knowledge and Ideas to:
INDICATOR	RW.6.2.2. c.i.	Integrate information presented in different media or formats (for example: visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. (CCSS: RI.6.7)
INDICATOR	RW.6.2.2.	Compare and contrast one author's presentation of events with that of another (for example: a

CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.3. a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. (CCSS: L.6.4)
INDICATOR	RW.6.2.3. a.i.	Use context (for example: 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. (CCSS: L.6.4a)
INDICATOR	RW.6.2.3. a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.6.4d)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.3. c.	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. (CCSS: L.6.6)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.2.	Write informative/explanatory texts characterized by appropriate organization, ample development, precise language and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.6.2)
INDICATOR	RW.6.3.2. a.i.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.6.2a)
INDICATOR	RW.6.3.2. a.ii.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.6.2b)
INDICATOR	RW.6.3.2. a.iv.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.6.2d)
CONTENT AREA	RW.6.3.	Writing and Composition

STANDARD	RW.6.3.3.	Write engaging real or imagined narratives using techniques such as sensory language, dialogue, description and sequencing to convey experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.6.3)
INDICATOR	RW.6.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.6.1)
INDICATOR	RW.6.3.4. a.iv.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). (CCSS: L.6.1d)
INDICATOR	RW.6.3.4. a.v.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. (CCSS: L.6.1e)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.3.4. b.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (CCSS: L.6.2)
INDICATOR	RW.6.3.4. b.ii.	Correctly spell frequently used words and consult reference materials (for example: dictionaries, both print and digital, spell check, and/or trusted peers and/or adults) to determine the spelling of less frequent vocabulary. (adapted from CCSS: L.6.2b)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.6.3.4. d.	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 grade level expectations 1 and 2 above.) (CCSS: W.6.4)
EVIDENCE OUTCOMES	RW.6.3.4. e.	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. (CCSS: W.6.5)
EVIDENCE OUTCOMES	RW.6.3.4. f.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others. (adapted from CCSS: W.6.6)
EVIDENCE OUTCOMES	RW.6.3.4. g.	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. (CCSS W.6.10)
CONTENT AREA	RW.6.4.	Research Inquiry and Design
	RW.6.4.1.	Pose research question(s), gather, synthesize, and credit relevant and credible resources, and present findings.
AREA		Pose research question(s), gather, synthesize, and credit relevant and credible
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE		Pose research question(s), gather, synthesize, and credit relevant and credible resources, and present findings.

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

Colorado Academic Standards (CAS)

Grade 6 - Adopted: 2018			
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating	
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.	
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.	
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.	
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.	
STANDARD	10	Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.	

CONTENT AREA	RW.6.1.	Oral Expression and Listening
STANDARD	RW.6.1.1.	Employ appropriate presentation and collaboration strategies to meet the needs of a given task and purpose.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.1.1. a.	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. (CCSS: SL.6.1)
INDICATOR	RW.6.1.1. a.i.	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. (CCSS: SL.6.1a)
INDICATOR	RW.6.1.1. a.ii.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. (CCSS: SL.6.1b)
INDICATOR	RW.6.1.1. a.iii.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (CCSS: SL.6.1c)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.2.	Analyze organization and structure of informational text to make meaning.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.2.2. a.	Use Key Ideas and Details to:
INDICATOR	RW.6.2.2. a.i.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.6.1)
INDICATOR	RW.6.2.2. a.ii.	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. (CCSS: RI.6.2)
INDICATOR	RW.6.2.2. a.iii.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated on in a text (for example: through examples or anecdotes). (CCSS: RI.6.3)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.2.	Analyze organization and structure of informational text to make meaning.
CONCEPTS AND SKILLS / EVIDENCE		Evidence Outcomes
OUTCOMES		
	RW.6.2.2. b.	Use Craft and Structure to:

INDICATOR	RW.6.2.2. b.ii.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. (CCSS: RI.6.5)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.2.	Analyze organization and structure of informational text to make meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.2.2. c.	Use Integration of Knowledge and Ideas to:
INDICATOR	RW.6.2.2. c.i.	Integrate information presented in different media or formats (for example: visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. (CCSS: RI.6.7)
INDICATOR	RW.6.2.2. c.iii.	Compare and contrast one author's presentation of events with that of another (for example: a memoir written by and a biography on the same person). (CCSS: RI.6.9)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.2.3. a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. (CCSS: L.6.4)
INDICATOR	RW.6.2.3. a.i.	Use context (for example: 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. (CCSS: L.6.4a)
INDICATOR	RW.6.2.3. a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.6.4d)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.3. c.	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. (CCSS: L.6.6)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.2.	Write informative/explanatory texts characterized by appropriate organization, ample development, precise language and formal style.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.6.2)
INDICATOR	RW.6.3.2. a.i.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.6.2a)
INDICATOR	RW.6.3.2. a.ii.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.6.2b)
INDICATOR	RW.6.3.2. a.iv.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.6.2d)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.3.	Write engaging real or imagined narratives using techniques such as sensory language, dialogue, description and sequencing to convey experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.6.3)
INDICATOR	RW.6.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.6.1)
INDICATOR	RW.6.3.4. a.iv.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). (CCSS: L.6.1d)
INDICATOR	RW.6.3.4. a.v.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. (CCSS: L.6.1e)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. b.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (CCSS: L.6.2)
INDICATOR	RW.6.3.4. b.ii.	Correctly spell frequently used words and consult reference materials (for example: dictionaries, both print and digital, spell check, and/or trusted peers and/or adults) to determine the spelling of less frequent vocabulary. (adapted from CCSS: L.6.2b)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. d.	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 grade level expectations 1 and 2 above.) (CCSS: W.6.4)
EVIDENCE OUTCOMES	RW.6.3.4. e.	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. (CCSS: W.6.5)
EVIDENCE OUTCOMES	RW.6.3.4. f.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others. (adapted from CCSS: W.6.6)
EVIDENCE OUTCOMES	RW.6.3.4. g.	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. (CCSS W.6.10)
CONTENT AREA	RW.6.4.	Research Inquiry and Design
STANDARD	RW.6.4.1.	Pose research question(s), gather, synthesize, and credit relevant and credible resources, and present findings.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.4.1. a.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. (CCSS: W.6.7)
EVIDENCE OUTCOMES	RW.6.4.1. b.	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. (CCSS: W.6.8)

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

Colorado Academic Standards (CAS)

CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
STANDARD	10	Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.
CONTENT AREA	RW.6.1.	Oral Expression and Listening
STANDARD	RW.6.1.1.	Employ appropriate presentation and collaboration strategies to meet the needs of a given task and purpose.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.1.1. a.	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. (CCSS: SL.6.1)
INDICATOR	RW.6.1.1. a.i.	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. (CCSS: SL.6.1a)
INDICATOR	RW.6.1.1. a.ii.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. (CCSS: SL.6.1b)
INDICATOR	RW.6.1.1. a.iii.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (CCSS: SL.6.1c)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.2.	Analyze organization and structure of informational text to make meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.2. a.	Use Key Ideas and Details to:
INDICATOR	RW.6.2.2. a.i.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.6.1)

INDICATOR	RW.6.2.2. a.ii.	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. (CCSS: RI.6.2)
INDICATOR	RW.6.2.2. a.iii.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated on in a text (for example: through examples or anecdotes). (CCSS: RI.6.3)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.2.	Analyze organization and structure of informational text to make meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.2. b.	Use Craft and Structure to:
INDICATOR	RW.6.2.2. b.i.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (CCSS: RI.6.4)
INDICATOR	RW.6.2.2. b.ii.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. (CCSS: RI.6.5)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.2.	Analyze organization and structure of informational text to make meaning.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.2. c.	Use Integration of Knowledge and Ideas to:
INDICATOR	RW.6.2.2. c.i.	Integrate information presented in different media or formats (for example: visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. (CCSS: RI.6.7)
INDICATOR	RW.6.2.2. c.iii.	Compare and contrast one author's presentation of events with that of another (for example: a memoir written by and a biography on the same person). (CCSS: RI.6.9)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE	RW.6.2.3.	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.
OUTCOMES	u.	(CCSS: L.6.4)
INDICATOR	RW.6.2.3. a.i.	Use context (for example: 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. (CCSS: L.6.4a)

CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.3. c.	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. (CCSS: L.6.6)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.2.	Write informative/explanatory texts characterized by appropriate organization, ample development, precise language and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.6.2)
INDICATOR	RW.6.3.2. a.i.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.6.2a)
INDICATOR	RW.6.3.2. a.ii.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.6.2b)
INDICATOR	RW.6.3.2. a.iv.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.6.2d)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.3.	Write engaging real or imagined narratives using techniques such as sensory language, dialogue, description and sequencing to convey experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.6.3)
INDICATOR	RW.6.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.6.1)
INDICATOR	RW.6.3.4. a.iv.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). (CCSS: L.6.1d)
INDICATOR	RW.6.3.4. a.v.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. (CCSS: L.6.1e)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.3.4. b.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (CCSS: L.6.2)
INDICATOR	RW.6.3.4. b.ii.	Correctly spell frequently used words and consult reference materials (for example: dictionaries, both print and digital, spell check, and/or trusted peers and/or adults) to determine the spelling of less frequent vocabulary. (adapted from CCSS: L.6.2b)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
	RW.6.3.4.	demonstrates a grasp of standard conventions for grammar, usage, and mechanics as
STANDARD CONCEPTS AND SKILLS / EVIDENCE	RW.6.3.4. RW.6.3.4. d.	demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES	RW.6.3.4. d.	demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience. Evidence Outcomes 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 grade level expectations 1 and 2 above.) (CCSS: W.6.4) With some guidance and support from peers and adults, develop and strengthen writing as
STANDARD CONCEPTS AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUTCOMES EVIDENCE OUTCOMES EVIDENCE OUTCOMES	RW.6.3.4. d. RW.6.3.4. e.	demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience. Evidence Outcomes 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 grade level expectations 1 and 2 above.) (CCSS: W.6.4) 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. (CCSS: W.6.5) Use technology, including the Internet, to produce and publish writing as well as to interact and
CONCEPTS AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUTCOMES EVIDENCE OUTCOMES EVIDENCE OUTCOMES EVIDENCE OUTCOMES	RW.6.3.4. e. RW.6.3.4. f.	demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience. Evidence Outcomes 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 grade level expectations 1 and 2 above.) (CCSS: W.6.4) 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. (CCSS: W.6.5) Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others. (adapted from CCSS: W.6.6) 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
CONCEPTS AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUTCOMES EVIDENCE OUTCOMES EVIDENCE OUTCOMES EVIDENCE OUTCOMES CONTENT	RW.6.3.4. d. RW.6.3.4. e. RW.6.3.4. f.	demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience. Evidence Outcomes 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 grade level expectations 1 and 2 above.) (CCSS: W.6.4) 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. (CCSS: W.6.5) Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others. (adapted from CCSS: W.6.6) 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. (CCSS W.6.10)

CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.4.1. a.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. (CCSS: W.6.7)
EVIDENCE OUTCOMES	RW.6.4.1. b.	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. (CCSS: W.6.8)

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Colorado Academic Standards (CAS)

Grade 6 - Adopted: 2018			
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating	
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.	
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.	
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.	
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.	
STANDARD	10	Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.	
CONTENT AREA	RW.6.1.	Oral Expression and Listening	
STANDARD	RW.6.1.1.	Employ appropriate presentation and collaboration strategies to meet the needs of a given task and purpose.	
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes	
EVIDENCE OUTCOMES	RW.6.1.1. a.	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. (CCSS: SL.6.1)	
INDICATOR	RW.6.1.1. a.i.	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. (CCSS: SL.6.1a)	
INDICATOR	RW.6.1.1. a.ii.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. (CCSS: SL.6.1b)	

INDICATOR	RW.6.1.1. a.iii.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (CCSS: SL.6.1c)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.2.	Analyze organization and structure of informational text to make meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.2.2. a.	Use Key Ideas and Details to:
INDICATOR	RW.6.2.2. a.i.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.6.1)
INDICATOR	RW.6.2.2. a.ii.	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. (CCSS: RI.6.2)
INDICATOR	RW.6.2.2. a.iii.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated on in a text (for example: through examples or anecdotes). (CCSS: RI.6.3)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.2.	Analyze organization and structure of informational text to make meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.2.2. b.	Use Craft and Structure to:
INDICATOR	RW.6.2.2. b.i.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (CCSS: RI.6.4)
INDICATOR	RW.6.2.2. b.ii.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. (CCSS: RI.6.5)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.2.	Analyze organization and structure of informational text to make meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.2. c.	Use Integration of Knowledge and Ideas to:
INDICATOR	RW.6.2.2. c.i.	Integrate information presented in different media or formats (for example: visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. (CCSS: RI.6.7)
INDICATOR	RW.6.2.2.	Compare and contrast one author's presentation of events with that of another (for example: a

CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.3. a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. (CCSS: L.6.4)
INDICATOR	RW.6.2.3. a.i.	Use context (for example: 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. (CCSS: L.6.4a)
INDICATOR	RW.6.2.3. a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.6.4d)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.3. c.	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. (CCSS: L.6.6)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.2.	Write informative/explanatory texts characterized by appropriate organization, ample development, precise language and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.6.2)
INDICATOR	RW.6.3.2. a.i.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.6.2a)
INDICATOR	RW.6.3.2. a.ii.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.6.2b)
INDICATOR	RW.6.3.2. a.iv.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.6.2d)
CONTENT AREA	RW.6.3.	Writing and Composition

RW.6.3.3. Write engaging real or imagined narratives using techniques such as sensory language, dialogoue, description and sequencing to convey experiences and events. EVIDENCE RW.6.3.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.6.3) RDICATOR RW.6.3.3. Use systatic techniques (for example: alilierason, onomatopoeia, rhyme scheme); signrative language (for example: simile, metaphor, personilication); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice. CONTENT RW.6.3.4. Writing and Composition RW.6.3.4. Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of at and and conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience. CONCEPTS RW.6.3.4. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking, (CCSS: L.6.1) INDICATOR RW.6.3.4. Percognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). CONTENT RW.6.3.4. Recognize variations from standard English in their own and others' writing and speaking, and identify and use shategies is improve expression in conventional language, (CCSS: L.6.1e) CONTENT RW.6.3.4. Writing and Composition RW.6.3.4. Writing and Composition RW.6.3.4. Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.6.2) CONTENT RW.6.3.4. Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.6.2) CONTENT RW.6.3.4. Correctly spell requently used words and consult reference materials (for example: dictionaries, both pint and			
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	AND SKILLS / EVIDENCE		Evidence Outcomes

EVIDENCE OUTCOMES	RW.6.3.4. d.	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 grade level expectations 1 and 2 above.) (CCSS: W.6.4)
EVIDENCE OUTCOMES	RW.6.3.4. e.	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. (CCSS: W.6.5)
EVIDENCE OUTCOMES	RW.6.3.4. f.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others. (adapted from CCSS: W.6.6)
EVIDENCE OUTCOMES	RW.6.3.4. g.	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. (CCSS W.6.10)
CONTENT AREA	RW.6.4.	Research Inquiry and Design
	RW.6.4.1.	Pose research question(s), gather, synthesize, and credit relevant and credible resources, and present findings.
AREA		Pose research question(s), gather, synthesize, and credit relevant and credible
STANDARD CONCEPTS AND SKILLS / EVIDENCE		Pose research question(s), gather, synthesize, and credit relevant and credible resources, and present findings.

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Colorado Academic Standards (CAS)

Grade 6 - Adopted: 2018		
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.6.1.	Oral Expression and Listening
STANDARD	RW.6.1.1.	Employ appropriate presentation and collaboration strategies to meet the needs of a given task and purpose.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.1.1. a.	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. (CCSS: SL.6.1)
INDICATOR	RW.6.1.1. a.i.	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. (CCSS: SL.6.1a)
INDICATOR	RW.6.1.1. a.ii.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. (CCSS: SL.6.1b)
INDICATOR	RW.6.1.1. a.iii.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (CCSS: SL.6.1c)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.3. c.	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. (CCSS: L.6.6)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.2.	Write informative/explanatory texts characterized by appropriate organization, ample development, precise language and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.6.2)
INDICATOR	RW.6.3.2. a.i.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.6.2a)
INDICATOR	RW.6.3.2. a.ii.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.6.2b)
INDICATOR	RW.6.3.2.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.6.2d)
	a.iv.	(0000. W.0.2d)

CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.3.	Write engaging real or imagined narratives using techniques such as sensory language, dialogue, description and sequencing to convey experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.6.3)
INDICATOR	RW.6.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.6.1)
INDICATOR	RW.6.3.4. a.iv.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). (CCSS: L.6.1d)
INDICATOR	RW.6.3.4. a.v.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. (CCSS: L.6.1e)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. b.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (CCSS: L.6.2)
INDICATOR	RW.6.3.4. b.ii.	Correctly spell frequently used words and consult reference materials (for example: dictionaries, both print and digital, spell check, and/or trusted peers and/or adults) to determine the spelling of less frequent vocabulary. (adapted from CCSS: L.6.2b)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.6.3.4. d.	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 grade level expectations 1 and 2 above.) (CCSS: W.6.4)
EVIDENCE OUTCOMES	RW.6.3.4. e.	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. (CCSS: W.6.5)
EVIDENCE OUTCOMES	RW.6.3.4. f.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others. (adapted from CCSS: W.6.6)
EVIDENCE OUTCOMES	RW.6.3.4. g.	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. (CCSS W.6.10)

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Colorado Academic Standards (CAS)

		Grade 6 - Adopted: 2018
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.3. c.	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. (CCSS: L.6.6)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.2.	Write informative/explanatory texts characterized by appropriate organization, ample development, precise language and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.6.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.6.2)
INDICATOR	RW.6.3.2. a.i.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.6.2a)
INDICATOR	RW.6.3.2. a.ii.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.6.2b)
INDICATOR	RW.6.3.2. a.iv.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.6.2d)
INDICATOR	RW.6.3.2. a.vi.	Provide a concluding statement or section that follows from the information or explanation presented. (CCSS: W.6.2f)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.3.	Write engaging real or imagined narratives using techniques such as sensory language, dialogue, description and sequencing to convey experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.6.3)
INDICATOR	RW.6.3.3. a.i.	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. (CCSS: W.6.3a)
INDICATOR	RW.6.3.3. a.ii.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. (CCSS: W.6.3b)
INDICATOR	RW.6.3.3. a.iv.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. (CCSS: W.6.3d)
INDICATOR	RW.6.3.3. a.v.	Provide a conclusion that follows from the narrated experiences or events. (CCSS: W.6.3e)
INDICATOR	RW.6.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.6.1)

INDICATOR	RW.6.3.4. a.iv.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). (CCSS: L.6.1d)
INDICATOR	RW.6.3.4. a.v.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. (CCSS: L.6.1e)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. b.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (CCSS: L.6.2)
INDICATOR	RW.6.3.4. b.ii.	Correctly spell frequently used words and consult reference materials (for example: dictionaries, both print and digital, spell check, and/or trusted peers and/or adults) to determine the spelling of less frequent vocabulary. (adapted from CCSS: L.6.2b)
CONTENT AREA	RW.6.3.	Writing and Composition
	RW.6.3.4.	Writing and Composition Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
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AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE		Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
AREA STANDARD CONCEPTS AND SKILLS I EVIDENCE OUTCOMES EVIDENCE	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience. Evidence Outcomes 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
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES	RW.6.3.4. d.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience. Evidence Outcomes 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 grade level expectations 1 and 2 above.) (CCSS: W.6.4) With some guidance and support from peers and adults, develop and strengthen writing as

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Colorado Academic Standards (CAS)

Language Arts

Grade 6 - Adopted: 2018

CONTENT AREA Prepared Graduates in Reading, Writing, and Communicating

STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.3. c.	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. (CCSS: L.6.6)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.2.	Write informative/explanatory texts characterized by appropriate organization, ample development, precise language and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.6.2)
INDICATOR	RW.6.3.2. a.i.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.6.2a)
INDICATOR	RW.6.3.2. a.ii.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.6.2b)
INDICATOR	RW.6.3.2. a.iv.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.6.2d)
INDICATOR	RW.6.3.2. a.vi.	Provide a concluding statement or section that follows from the information or explanation presented. (CCSS: W.6.2f)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.3.	Write engaging real or imagined narratives using techniques such as sensory language, dialogue, description and sequencing to convey experiences and events.
CONCEPTS		Evidence Outcomes

EVIDENCE OUT COMES	RW.6.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.6.3)
INDICATOR	RW.6.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS I EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.6.1)
INDICATOR	RW.6.3.4. a.iv.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). (CCSS: L.6.1d)
INDICATOR	RW.6.3.4. a.v.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. (CCSS: L.6.1e)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS I EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.3.4. b.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (CCSS: L.6.2)
INDICATOR	RW.6.3.4. b.ii.	Correctly spell frequently used words and consult reference materials (for example: dictionaries, both print and digital, spell check, and/or trusted peers and/or adults) to determine the spelling of less frequent vocabulary. (adapted from CCSS: L.6.2b)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. d.	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 grade level expectations 1 and 2 above.) (CCSS: W.6.4)
EVIDENCE OUTCOMES	RW.6.3.4. e.	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. (CCSS: W.6.5)

EVIDENCE OUTCOMES	RW.6.3.4. f.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others. (adapted from CCSS: W.6.6)
EVIDENCE OUTCOMES	RW.6.3.4. g.	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. (CCSS W.6.10)

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

Colorado Academic Standards (CAS)

		Grade 6 - Adopted: 2018
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
STANDARD	10	Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.2.	Analyze organization and structure of informational text to make meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.2. a.	Use Key Ideas and Details to:
INDICATOR	RW.6.2.2. a.i.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.6.1)
INDICATOR	RW.6.2.2. a.ii.	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. (CCSS: RI.6.2)
INDICATOR	RW.6.2.2. a.iii.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated on in a text (for example: through examples or anecdotes). (CCSS: RI.6.3)
CONTENT AREA	RW.6.2.	Reading for All Purposes

STANDARD	RW.6.2.2.	Analyze organization and structure of informational text to make meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.2.2. b.	Use Craft and Structure to:
INDICATOR	RW.6.2.2. b.i.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (CCSS: RI.6.4)
INDICATOR	RW.6.2.2. b.ii.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. (CCSS: RI.6.5)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.2.	Analyze organization and structure of informational text to make meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.2.2. c.	Use Integration of Knowledge and Ideas to:
INDICATOR	RW.6.2.2. c.i.	Integrate information presented in different media or formats (for example: visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. (CCSS: RI.6.7)
INDICATOR	RW.6.2.2. c.iii.	Compare and contrast one author's presentation of events with that of another (for example: a memoir written by and a biography on the same person). (CCSS: RI.6.9)
CONTENT	RW.6.2.	Reading for All Purposes
	RW.6.2.3.	Reading for All Purposes Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.
AREA		Apply knowledge of word relationships, word structures, and sentence structures to
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE		Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE	RW.6.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context. Evidence Outcomes 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.
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES	RW.6.2.3. a. RW.6.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context. Evidence Outcomes 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. (CCSS: L.6.4) Use context (for example: the overall meaning of a sentence or paragraph; a word's position or
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES INDICATOR	RW.6.2.3. a. RW.6.2.3. a.i.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context. Evidence Outcomes 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. (CCSS: L.6.4) Use context (for example: 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. (CCSS: L.6.4a) Verify the preliminary determination of the meaning of a word or phrase (for example: by checking
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES INDICATOR INDICATOR CONTENT	RW.6.2.3. a. RW.6.2.3. a.i. RW.6.2.3. a.iv.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context. Evidence Outcomes 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. (CCSS: L.6.4) Use context (for example: 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. (CCSS: L.6.4a) Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.6.4d)
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES INDICATOR CONTENT AREA	RW.6.2.3. a. RW.6.2.3. a.i. RW.6.2.3. a.iv.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context. Evidence Outcomes 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. (CCSS: L.6.4) Use context (for example: 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. (CCSS: L.6.4a) Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.6.4d) Reading for All Purposes Apply knowledge of word relationships, word structures, and sentence structures to

EVIDENCE OUTCOMES	RW.6.2.3. c.	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. (CCSS: L.6.6)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.2.	Write informative/explanatory texts characterized by appropriate organization, ample development, precise language and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.6.2)
INDICATOR	RW.6.3.2. a.i.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.6.2a)
INDICATOR	RW.6.3.2. a.ii.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.6.2b)
INDICATOR	RW.6.3.2. a.iv.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.6.2d)
INDICATOR	RW.6.3.2. a.v.	Establish and maintain a formal style. (CCSS: W.6.2e)
INDICATOR	RW.6.3.2. a.vi.	Provide a concluding statement or section that follows from the information or explanation presented. (CCSS: W.6.2f)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.3.	Write engaging real or imagined narratives using techniques such as sensory language, dialogue, description and sequencing to convey experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.6.3)
INDICATOR	RW.6.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.6.1)
INDICATOR	RW.6.3.4. a.iv.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). (CCSS: L.6.1d)
INDICATOR	RW.6.3.4. a.v.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. (CCSS: L.6.1e)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.3.4. b.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (CCSS: L.6.2)
INDICATOR	RW.6.3.4. b.ii.	Correctly spell frequently used words and consult reference materials (for example: dictionaries, both print and digital, spell check, and/or trusted peers and/or adults) to determine the spelling of less frequent vocabulary. (adapted from CCSS: L.6.2b)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
	RW.6.3.4.	demonstrates a grasp of standard conventions for grammar, usage, and mechanics as
STANDARD CONCEPTS AND SKILLS / EVIDENCE	RW.6.3.4. RW.6.3.4. d.	demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE	RW.6.3.4.	demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience. Evidence Outcomes 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
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES	RW.6.3.4. d.	demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience. Evidence Outcomes 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 grade level expectations 1 and 2 above.) (CCSS: W.6.4) With some guidance and support from peers and adults, develop and strengthen writing as
STANDARD CONCEPTS AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUTCOMES EVIDENCE OUTCOMES EVIDENCE OUTCOMES	RW.6.3.4. d. RW.6.3.4. e.	demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience. Evidence Outcomes 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 grade level expectations 1 and 2 above.) (CCSS: W.6.4) 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. (CCSS: W.6.5) Use technology, including the Internet, to produce and publish writing as well as to interact and
CONCEPTS AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUTCOMES EVIDENCE OUTCOMES EVIDENCE OUTCOMES EVIDENCE OUTCOMES	RW.6.3.4. e. RW.6.3.4. f.	demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience. Evidence Outcomes 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 grade level expectations 1 and 2 above.) (CCSS: W.6.4) 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. (CCSS: W.6.5) Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others. (adapted from CCSS: W.6.6) 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
CONCEPTS AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUTCOMES EVIDENCE OUTCOMES EVIDENCE OUTCOMES EVIDENCE OUTCOMES CONTENT	RW.6.3.4. d. RW.6.3.4. e. RW.6.3.4. f.	demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience. Evidence Outcomes 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 grade level expectations 1 and 2 above.) (CCSS: W.6.4) 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. (CCSS: W.6.5) Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others. (adapted from CCSS: W.6.6) 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. (CCSS W.6.10)

CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.4.1. a.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. (CCSS: W.6.7)
EVIDENCE OUTCOMES	RW.6.4.1. b.	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. (CCSS: W.6.8)

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

Colorado Academic Standards (CAS)

Grade 6 - Adopted: 2018			
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating	
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.	
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.	
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.	
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.	
STANDARD	10	Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.	
CONTENT AREA	RW.6.1.	Oral Expression and Listening	
STANDARD	RW.6.1.1.	Employ appropriate presentation and collaboration strategies to meet the needs of a given task and purpose.	
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes	
EVIDENCE OUTCOMES	RW.6.1.1. a.	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. (CCSS: SL.6.1)	
INDICATOR	RW.6.1.1. a.i.	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. (CCSS: SL.6.1a)	
INDICATOR	RW.6.1.1. a.ii.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. (CCSS: SL.6.1b)	

INDICATOR	RW.6.1.1. a.iii.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (CCSS: SL.6.1c)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.2.	Analyze organization and structure of informational text to make meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.2.2. a.	Use Key Ideas and Details to:
INDICATOR	RW.6.2.2. a.i.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.6.1)
INDICATOR	RW.6.2.2. a.ii.	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. (CCSS: RI.6.2)
INDICATOR	RW.6.2.2. a.iii.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated on in a text (for example: through examples or anecdotes). (CCSS: RI.6.3)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.2.	Analyze organization and structure of informational text to make meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.2.2. b.	Use Craft and Structure to:
INDICATOR	RW.6.2.2. b.i.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (CCSS: RI.6.4)
INDICATOR	RW.6.2.2. b.ii.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. (CCSS: RI.6.5)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.2.	Analyze organization and structure of informational text to make meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.2. c.	Use Integration of Knowledge and Ideas to:
INDICATOR	RW.6.2.2. c.i.	Integrate information presented in different media or formats (for example: visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. (CCSS: RI.6.7)
INDICATOR	RW.6.2.2.	Compare and contrast one author's presentation of events with that of another (for example: a

CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.3. a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. (CCSS: L.6.4)
INDICATOR	RW.6.2.3. a.i.	Use context (for example: 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. (CCSS: L.6.4a)
INDICATOR	RW.6.2.3. a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.6.4d)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.3. c.	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. (CCSS: L.6.6)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.2.	Write informative/explanatory texts characterized by appropriate organization, ample development, precise language and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.6.2)
INDICATOR	RW.6.3.2. a.i.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.6.2a)
INDICATOR	RW.6.3.2. a.ii.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.6.2b)
INDICATOR	RW.6.3.2. a.iv.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.6.2d)
INDICATOR	RW.6.3.2. a.v.	Establish and maintain a formal style. (CCSS: W.6.2e)

INDICATOR	RW.6.3.2. a.vi.	Provide a concluding statement or section that follows from the information or explanation presented. (CCSS: W.6.2f)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.3.	Write engaging real or imagined narratives using techniques such as sensory language, dialogue, description and sequencing to convey experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.6.3)
INDICATOR	RW.6.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.6.1)
INDICATOR	RW.6.3.4. a.iv.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). (CCSS: L.6.1d)
INDICATOR	RW.6.3.4. a.v.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. (CCSS: L.6.1e)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. b.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (CCSS: L.6.2)
INDICATOR	RW.6.3.4. b.ii.	Correctly spell frequently used words and consult reference materials (for example: dictionaries, both print and digital, spell check, and/or trusted peers and/or adults) to determine the spelling of less frequent vocabulary. (adapted from CCSS: L.6.2b)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. d.	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 grade level expectations 1 and 2 above.) (CCSS: W.6.4)
EVIDENCE OUTCOMES	RW.6.3.4. e.	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. (CCSS: W.6.5)
EVIDENCE OUTCOMES	RW.6.3.4. f.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others. (adapted from CCSS: W.6.6)
EVIDENCE OUTCOMES	RW.6.3.4. g.	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. (CCSS W.6.10)
CONTENT AREA	RW.6.4.	Research Inquiry and Design
	RW.6.4.1.	Research Inquiry and Design Pose research question(s), gather, synthesize, and credit relevant and credible resources, and present findings.
AREA		Pose research question(s), gather, synthesize, and credit relevant and credible
STANDARD CONCEPTS AND SKILLS / EVIDENCE		Pose research question(s), gather, synthesize, and credit relevant and credible resources, and present findings.

UNIT 9: FORMAL CRITIQUE Week 22 Page 203-219

Colorado Academic Standards (CAS)

		Grade 6 - Adopted: 2018
CONTENT		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	8	Craft narratives using techniques specific to the genre.

STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.6.1.	Oral Expression and Listening
STANDARD	RW.6.1.1.	Employ appropriate presentation and collaboration strategies to meet the needs of a given task and purpose.
CONCEPTS AND SKILLS I EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.1.1. a.	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. (CCSS: SL.6.1)
INDICATOR	RW.6.1.1. a.i.	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. (CCSS: SL.6.1a)
INDICATOR	RW.6.1.1. a.ii.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. (CCSS: SL.6.1b)
INDICATOR	RW.6.1.1. a.iii.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (CCSS: SL.6.1c)
CONTENT	RW.6.2.	Reading for All Purposes
AREA		
STANDARD	RW.6.2.1.	Analyze literary elements within different types of literature to make meaning.
	RW.6.2.1.	Analyze literary elements within different types of literature to make meaning. Evidence Outcomes
STANDARD CONCEPTS AND SKILLS / EVIDENCE	RW.6.2.1. RW.6.2.1. a.	, , ,
STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE	RW.6.2.1.	Evidence Outcomes
STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES	RW.6.2.1. a.	Evidence Outcomes Use Key Ideas and Details to: Cite textual evidence to support analysis of what the text says explicitly as well as inferences
STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES INDICATOR	RW.6.2.1. a.i. RW.6.2.1. a.i.	Evidence Outcomes Use Key Ideas and Details to: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RL.6.1) Determine a theme or central idea of a text and how it is conveyed through particular details;
STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES INDICATOR	RW.6.2.1. a.i. RW.6.2.1. a.ii.	Evidence Outcomes Use Key Ideas and Details to: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RL.6.1) 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. (CCSS: RL.6.2) Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how
STANDARD CONCEPTS AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUT COMES INDICATOR INDICATOR INDICATOR CONTENT	RW.6.2.1. a.i. RW.6.2.1. a.ii. RW.6.2.1. a.iii.	Evidence Outcomes Use Key Ideas and Details to: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RL.6.1) 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. (CCSS: RL.6.2) 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. (CCSS: RL.6.3)
STANDARD CONCEPTS AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUT COMES INDICATOR INDICATOR CONTENT AREA	RW.6.2.1. a.i. RW.6.2.1. a.ii. RW.6.2.1. a.iii. RW.6.2.1.	Evidence Outcomes Use Key Ideas and Details to: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RL.6.1) 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. (CCSS: RL.6.2) 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. (CCSS: RL.6.3) Reading for All Purposes

INDICATOR	RW.6.2.1. b.i.	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. (CCSS: RL.6.4)
INDICATOR	RW.6.2.1. b.ii.	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. (CCSS: RL.6.5)
INDICATOR	RW.6.2.1. b.iii.	Explain how an author develops the point of view of the narrator or speaker in a text. (CCSS: RL.6.6)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.1.	Analyze literary elements within different types of literature to make meaning.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.2.1. d.	Use Range of Reading and Complexity of Text to:
INDICATOR	RW.6.2.1. d.i.	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. (CCSS: RL.6.10)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.2.	Analyze organization and structure of informational text to make meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	RW.6.2.2.	Analyze organization and structure of informational text to make meaning. Evidence Outcomes
CONCEPTS AND SKILLS / EVIDENCE	RW.6.2.2. RW.6.2.2. a.	
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE	RW.6.2.2.	Evidence Outcomes
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES	RW.6.2.2. a.	Evidence Outcomes Use Key Ideas and Details to: Cite textual evidence to support analysis of what the text says explicitly as well as inferences
CONCEPTS AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUT COMES	RW.6.2.2. a. RW.6.2.2. a.i.	Use Key Ideas and Details to: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.6.1) Determine a central idea of a text and how it is conveyed through particular details; provide a
CONCEPTS AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUT COMES INDICATOR	RW.6.2.2. a.i. RW.6.2.2. a.ii. RW.6.2.2.	Use Key Ideas and Details to: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.6.1) 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. (CCSS: RI.6.2) Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated on
CONCEPTS AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUT COMES INDICATOR INDICATOR INDICATOR CONTENT	RW.6.2.2. a.i. RW.6.2.2. a.ii. RW.6.2.2. a.iii.	Use Key Ideas and Details to: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.6.1) 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. (CCSS: RI.6.2) Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated on in a text (for example: through examples or anecdotes). (CCSS: RI.6.3)
CONCEPTS AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUT COMES INDICATOR INDICATOR INDICATOR CONTENT AREA	RW.6.2.2. a.i. RW.6.2.2. a.ii. RW.6.2.2. a.iii.	Use Key Ideas and Details to: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.6.1) 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. (CCSS: RI.6.2) Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated on in a text (for example: through examples or anecdotes). (CCSS: RI.6.3) Reading for All Purposes
CONCEPTS AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUT COMES INDICATOR INDICATOR INDICATOR CONTENT AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE	RW.6.2.2. a.i. RW.6.2.2. a.ii. RW.6.2.2. a.iii.	Use Key Ideas and Details to: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.6.1) 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. (CCSS: RI.6.2) Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated on in a text (for example: through examples or anecdotes). (CCSS: RI.6.3) Reading for All Purposes Analyze organization and structure of informational text to make meaning.

INDICATOR	RW.6.2.2. b.i.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (CCSS: RI.6.4)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.2.	Analyze organization and structure of informational text to make meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.2.2. c.	Use Integration of Knowledge and Ideas to:
INDICATOR	RW.6.2.2. c.i.	Integrate information presented in different media or formats (for example: visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. (CCSS: RI.6.7)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.2.3. a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. (CCSS: L.6.4)
INDICATOR	RW.6.2.3. a.i.	Use context (for example: 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. (CCSS: L.6.4a)
INDICATOR	RW.6.2.3. a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.6.4d)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.2.3. b.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (CCSS: L.6.5)
INDICATOR	RW.6.2.3. b.i.	Interpret figures of speech (for example: personification) in context. (CCSS: L.6.5a)
CONTENT	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.6.2.3. c.	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. (CCSS: L.6.6)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.2.	Write informative/explanatory texts characterized by appropriate organization, ample development, precise language and formal style.
CONCEPTS AND SKILLS I EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.6.2)
INDICATOR	RW.6.3.2. a.ii.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.6.2b)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.3.	Write engaging real or imagined narratives using techniques such as sensory language, dialogue, description and sequencing to convey experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.6.3)
INDICATOR	RW.6.3.3. a.i.	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. (CCSS: W.6.3a)
INDICATOR	RW.6.3.3. a.ii.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. (CCSS: W.6.3b)
INDICATOR	RW.6.3.3. a.iv.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. (CCSS: W.6.3d)
INDICATOR	RW.6.3.3. a.v.	Provide a conclusion that follows from the narrated experiences or events. (CCSS: W.6.3e)
INDICATOR	RW.6.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.6.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.6.1)
INDICATOR	RW.6.3.4. a.iv.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). (CCSS: L.6.1d)
INDICATOR	RW.6.3.4. a.v.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. (CCSS: L.6.1e)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. b.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (CCSS: L.6.2)
INDICATOR	RW.6.3.4. b.ii.	Correctly spell frequently used words and consult reference materials (for example: dictionaries, both print and digital, spell check, and/or trusted peers and/or adults) to determine the spelling of less frequent vocabulary. (adapted from CCSS: L.6.2b)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.6.3)
INDICATOR	RW.6.3.4. c.ii.	Maintain consistency in style and tone. (CCSS: L.6.3b)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. d.	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 grade level expectations 1 and 2 above.) (CCSS: W.6.4)
EVIDENCE OUTCOMES	RW.6.3.4. e.	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. (CCSS: W.6.5)

EVIDENCE OUTCOMES	RW.6.3.4. f.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others. (adapted from CCSS: W.6.6)
EVIDENCE OUTCOMES	RW.6.3.4. g.	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. (CCSS W.6.10)
CONTENT AREA	RW.6.4.	Research Inquiry and Design
STANDARD	RW.6.4.1.	Pose research question(s), gather, synthesize, and credit relevant and credible resources, and present findings.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.4.1. b.	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. (CCSS: W.6.8)
CONTENT AREA	RW.6.4.	Research Inquiry and Design
STANDARD	RW.6.4.1.	Pose research question(s), gather, synthesize, and credit relevant and credible resources, and present findings.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.4.1. c.	Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.6.9)
INDICATOR	RW.6.4.1. c.i.	Apply grade 6 Reading standards to literature (for example: "Compare and contrast texts in different forms or genres [for example: stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics"). (CCSS: W.6.9a)

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Colorado Academic Standards (CAS)

		Grade 6 - Adopted: 2018
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	8	Craft narratives using techniques specific to the genre.

STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.6.1.	Oral Expression and Listening
STANDARD	RW.6.1.1.	Employ appropriate presentation and collaboration strategies to meet the needs of a given task and purpose.
CONCEPTS AND SKILLS I EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.1.1. a.	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. (CCSS: SL.6.1)
INDICATOR	RW.6.1.1. a.i.	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. (CCSS: SL.6.1a)
INDICATOR	RW.6.1.1. a.ii.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. (CCSS: SL.6.1b)
INDICATOR	RW.6.1.1. a.iii.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (CCSS: SL.6.1c)
CONTENT	RW.6.2.	Reading for All Purposes
AREA		
STANDARD	RW.6.2.1.	Analyze literary elements within different types of literature to make meaning.
	RW.6.2.1.	Analyze literary elements within different types of literature to make meaning. Evidence Outcomes
STANDARD CONCEPTS AND SKILLS / EVIDENCE	RW.6.2.1. RW.6.2.1. a.	, , ,
STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE	RW.6.2.1.	Evidence Outcomes
STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES	RW.6.2.1. a.	Evidence Outcomes Use Key Ideas and Details to: Cite textual evidence to support analysis of what the text says explicitly as well as inferences
STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES INDICATOR	RW.6.2.1. a.i. RW.6.2.1. a.i.	Evidence Outcomes Use Key Ideas and Details to: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RL.6.1) Determine a theme or central idea of a text and how it is conveyed through particular details;
STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES INDICATOR	RW.6.2.1. a.i. RW.6.2.1. a.ii.	Evidence Outcomes Use Key Ideas and Details to: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RL.6.1) 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. (CCSS: RL.6.2) Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how
STANDARD CONCEPTS AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUT COMES INDICATOR INDICATOR INDICATOR CONTENT	RW.6.2.1. a.i. RW.6.2.1. a.ii. RW.6.2.1. a.iii.	Evidence Outcomes Use Key Ideas and Details to: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RL.6.1) 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. (CCSS: RL.6.2) 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. (CCSS: RL.6.3)
STANDARD CONCEPTS AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUT COMES INDICATOR INDICATOR CONTENT AREA	RW.6.2.1. a.i. RW.6.2.1. a.ii. RW.6.2.1. a.iii. RW.6.2.1.	Evidence Outcomes Use Key Ideas and Details to: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RL.6.1) 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. (CCSS: RL.6.2) 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. (CCSS: RL.6.3) Reading for All Purposes

INDICATOR	RW.6.2.1. b.i.	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. (CCSS: RL.6.4)
INDICATOR	RW.6.2.1. b.ii.	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. (CCSS: RL.6.5)
INDICATOR	RW.6.2.1. b.iii.	Explain how an author develops the point of view of the narrator or speaker in a text. (CCSS: RL.6.6)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.1.	Analyze literary elements within different types of literature to make meaning.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.2.1. d.	Use Range of Reading and Complexity of Text to:
INDICATOR	RW.6.2.1. d.i.	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. (CCSS: RL.6.10)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.2.	Analyze organization and structure of informational text to make meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	RW.6.2.2.	Analyze organization and structure of informational text to make meaning. Evidence Outcomes
CONCEPTS AND SKILLS / EVIDENCE	RW.6.2.2. RW.6.2.2. a.	
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE	RW.6.2.2.	Evidence Outcomes
CONCEPTS AND SKILLS I EVIDENCE OUTCOMES EVIDENCE OUTCOMES	RW.6.2.2. a.	Evidence Outcomes Use Key Ideas and Details to: Cite textual evidence to support analysis of what the text says explicitly as well as inferences
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES INDICATOR	RW.6.2.2. a. RW.6.2.2. a.i.	Use Key Ideas and Details to: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.6.1) Determine a central idea of a text and how it is conveyed through particular details; provide a
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES INDICATOR	RW.6.2.2. a.i. RW.6.2.2. a.ii. RW.6.2.2.	Use Key Ideas and Details to: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.6.1) 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. (CCSS: RI.6.2) Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated on
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES INDICATOR INDICATOR INDICATOR CONTENT	RW.6.2.2. a.i. RW.6.2.2. a.ii. RW.6.2.2. a.iii.	Use Key Ideas and Details to: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.6.1) 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. (CCSS: RI.6.2) Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated on in a text (for example: through examples or anecdotes). (CCSS: RI.6.3)
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES INDICATOR INDICATOR INDICATOR CONTENT AREA	RW.6.2.2. a.i. RW.6.2.2. a.ii. RW.6.2.2. a.iii.	Use Key Ideas and Details to: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.6.1) 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. (CCSS: RI.6.2) Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated on in a text (for example: through examples or anecdotes). (CCSS: RI.6.3) Reading for All Purposes
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES INDICATOR INDICATOR INDICATOR CONTENT AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE	RW.6.2.2. a.i. RW.6.2.2. a.ii. RW.6.2.2. a.iii.	Use Key Ideas and Details to: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.6.1) 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. (CCSS: RI.6.2) Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated on in a text (for example: through examples or anecdotes). (CCSS: RI.6.3) Reading for All Purposes Analyze organization and structure of informational text to make meaning.

INDICATOR	RW.6.2.2. b.i.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (CCSS: RI.6.4)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.2.	Analyze organization and structure of informational text to make meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.2.2. c.	Use Integration of Knowledge and Ideas to:
INDICATOR	RW.6.2.2. c.i.	Integrate information presented in different media or formats (for example: visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. (CCSS: RI.6.7)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.2.3. a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. (CCSS: L.6.4)
INDICATOR	RW.6.2.3. a.i.	Use context (for example: 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. (CCSS: L.6.4a)
INDICATOR	RW.6.2.3. a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.6.4d)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.2.3. b.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (CCSS: L.6.5)
INDICATOR	RW.6.2.3. b.i.	Interpret figures of speech (for example: personification) in context. (CCSS: L.6.5a)
CONTENT	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.6.2.3. c.	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. (CCSS: L.6.6)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.2.	Write informative/explanatory texts characterized by appropriate organization, ample development, precise language and formal style.
CONCEPTS AND SKILLS I EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.6.2)
INDICATOR	RW.6.3.2. a.ii.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.6.2b)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.3.	Write engaging real or imagined narratives using techniques such as sensory language, dialogue, description and sequencing to convey experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.6.3)
INDICATOR	RW.6.3.3. a.i.	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. (CCSS: W.6.3a)
INDICATOR	RW.6.3.3. a.ii.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. (CCSS: W.6.3b)
INDICATOR	RW.6.3.3. a.iv.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. (CCSS: W.6.3d)
INDICATOR	RW.6.3.3. a.v.	Provide a conclusion that follows from the narrated experiences or events. (CCSS: W.6.3e)
INDICATOR	RW.6.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.6.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.6.1)
INDICATOR	RW.6.3.4. a.iv.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). (CCSS: L.6.1d)
INDICATOR	RW.6.3.4. a.v.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. (CCSS: L.6.1e)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. b.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (CCSS: L.6.2)
INDICATOR	RW.6.3.4. b.ii.	Correctly spell frequently used words and consult reference materials (for example: dictionaries, both print and digital, spell check, and/or trusted peers and/or adults) to determine the spelling of less frequent vocabulary. (adapted from CCSS: L.6.2b)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.3.4. c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.6.3)
INDICATOR	RW.6.3.4. c.ii.	Maintain consistency in style and tone. (CCSS: L.6.3b)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. d.	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 grade level expectations 1 and 2 above.) (CCSS: W.6.4)
EVIDENCE OUTCOMES	RW.6.3.4. e.	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. (CCSS: W.6.5)

EVIDENCE OUTCOMES	RW.6.3.4. f.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others. (adapted from CCSS: W.6.6)
EVIDENCE OUTCOMES	RW.6.3.4. g.	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. (CCSS W.6.10)
CONTENT AREA	RW.6.4.	Research Inquiry and Design
STANDARD	RW.6.4.1.	Pose research question(s), gather, synthesize, and credit relevant and credible resources, and present findings.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.4.1. b.	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. (CCSS: W.6.8)
CONTENT AREA	RW.6.4.	Research Inquiry and Design
STANDARD	RW.6.4.1.	Pose research question(s), gather, synthesize, and credit relevant and credible resources, and present findings.
CONCEPTS AND SKILLS I EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.4.1. c.	Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.6.9)
INDICATOR	RW.6.4.1. c.i.	Apply grade 6 Reading standards to literature (for example: "Compare and contrast texts in different forms or genres [for example: stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics"). (CCSS: W.6.9a)

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Colorado Academic Standards (CAS)

Grade 6 - Adopted: 2018			
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating	
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.	
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.	
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.	

CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.1.	Analyze literary elements within different types of literature to make meaning.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.1. a.	Use Key Ideas and Details to:
INDICATOR	RW.6.2.1. a.i.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RL.6.1)
INDICATOR	RW.6.2.1. a.ii.	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. (CCSS: RL.6.2)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.1.	Analyze literary elements within different types of literature to make meaning.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.1. b.	Use Craft and Structure to:
INDICATOR	RW.6.2.1. b.i.	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. (CCSS: RL.6.4)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.1.	Analyze literary elements within different types of literature to make meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.1. d.	Use Range of Reading and Complexity of Text to:
INDICATOR	RW.6.2.1. d.i.	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. (CCSS: RL.6.10)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.2.	Analyze organization and structure of informational text to make meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.2. a.	Use Key Ideas and Details to:

INDICATOR	RW.6.2.2. a.i.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.6.1)
INDICATOR	RW.6.2.2. a.ii.	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. (CCSS: RI.6.2)
INDICATOR	RW.6.2.2. a.iii.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated on in a text (for example: through examples or anecdotes). (CCSS: RI.6.3)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.2.	Analyze organization and structure of informational text to make meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.2. b.	Use Craft and Structure to:
INDICATOR	RW.6.2.2. b.i.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (CCSS: RI.6.4)
INDICATOR	RW.6.2.2. b.ii.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. (CCSS: RI.6.5)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.2.	Analyze organization and structure of informational text to make meaning.
CONCEPTS AND SKILLS I EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.2. c.	Use Integration of Knowledge and Ideas to:
INDICATOR	RW.6.2.2. c.i.	Integrate information presented in different media or formats (for example: visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. (CCSS: RI.6.7)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE	RW.6.2.3.	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.
OUTCOMES	a.	(CCSS: L.6.4)
INDICATOR	RW.6.2.3. a.i.	

CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.3. c.	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. (CCSS: L.6.6)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.6.1)
INDICATOR	RW.6.3.4. a.iv.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). (CCSS: L.6.1d)
INDICATOR	RW.6.3.4. a.v.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. (CCSS: L.6.1e)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.3.4. b.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (CCSS: L.6.2)
INDICATOR	RW.6.3.4. b.ii.	Correctly spell frequently used words and consult reference materials (for example: dictionaries, both print and digital, spell check, and/or trusted peers and/or adults) to determine the spelling of less frequent vocabulary. (adapted from CCSS: L.6.2b)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.6.3.4. e.	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. (CCSS: W.6.5)
EVIDENCE OUTCOMES	RW.6.3.4. f.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others. (adapted from CCSS: W.6.6)
EVIDENCE OUTCOMES	RW.6.3.4. g.	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. (CCSS W.6.10)