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) Language Arts

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)
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.6.1.	Oral Expression and Listening
AREA		
ST AND ARD		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 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: Rl.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 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)

CONT	ENT
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 OUT COMES		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. 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)
		UNIT 2: WRITING FROM NOTES Week 2 Page 17-26
		Colorado Academic Standards (CAS) Language Arts
		Grade 6 - Adopted: 2018
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 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 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 RW.6.2. Reading for All Purposes AREA

STANDARD	RW.6.2.2	nalyze 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.	egrate information presented in different media or formats (for example: visually, quantitatively) as well as in words 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 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.	an, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp standard conventions for grammar, usage, and mechanics as well as a style appropriate for urpose 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 OUTCOMES		Evidence Outcomes	
EVIDENCE OUTCOMES	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:	

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Colorado Academic Standards (CAS)

Language Arts

Grade 6 - Adopted: 2018

CONTENT AREA

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 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		Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic,	
	a.iii.	text, or issue under discussion. (CCSS: SL.6.1c)	
CONTENT AREA	a.iii. RW.6.1.	text, or issue under discussion. (CCSS: SL.6.1c) Oral Expression and Listening	
	RW.6.1.		
AREA	RW.6.1.	Oral Expression and Listening	
STANDARD CONCEPTS AND SKILLS / EVIDENCE	RW.6.1.2	Oral Expression and Listening Develop, organize, and present ideas and opinions effectively.	

CONT	ENT
ARFA	

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 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 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)

CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
		Colorado Academic Standards (CAS) Language Arts Grade 6 - Adopted: 2018
		UNIT 3: RETELLING NARRATIVE STORIES Week 4 Page 37-44
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)
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)
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
STANDARD	RW.6.4. 1.	Pose research question(s), gather, synthesize, and credit relevant and credible resources, and present findings.
CONTENT	RW.6.4.	Research Inquiry and Design
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)
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
STANDARD	RW.6.4. 1.	Pose research question(s), gather, synthesize, and credit relevant and credible resources, and present findings.
CONTENT AREA	RW.6.4.	Research Inquiry and Design
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		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.

a.iii. text, or issue under discussion. (CCSS: SL6.1c) CONTENT AREA STANDARD RW.6.1.2 Develop, organize, and present ideas and opinions effectively. CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES EVIDENCE OUTCOMES EVIDENCE OUTCOMES RW.6.1.2 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. (CCS: SL6.4) EVIDENCE OUTCOMES RW.6.1.2 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 STANDARD RW.6.2.1 Analyze literary elements within different types of literature to make meaning. CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES EVIDENCE RW.6.2.1 Use Key Ideas and Details to: INDICATOR RW.6.2.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RL6.1)	EVIDENCE OUTCOMES RW.6.1.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly, (cCSS:SLE.6.1) NDICATOR RW.6.1.1 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: SLE.1a) NDICATOR RW.6.1.1 Follow rides for collegial discussions, set specific goals and deadlines, and define individual roles as needed. (CCSS: SLE.1b) NDICATOR RW.6.1.1 Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, axii. ext, or issue under discussion. (CCSS: SLE.1c) CONTENT RW.6.1.2 Oral Expression and Listening RW.6.1.2 Evidence Outcomes EVIDENCE OUTCOMES RW.6.1.2 Present claims and findings, sequencing ideas logically and using perfinent descriptions, facts, and details to accertainte main ideas or themes; use appropriate sye corract, deequate volume, and clear pronunciation. (CCSS: SLE.6) EVIDENCE OUTCOMES RW.6.1.2 RW.6.1.2 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (CCSS: SLE.6) CONTENT RW.6.2. Reading for All Purposes RW.6.2.1 Che textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. and NDICATOR RW.6.2.1 Che textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. out of the rext distinct form presonted opinions or judgments, (CCSS: RL6.2) NDICATOR RW.6.2.1 Describe how a particular storys or drame's plot unfolds in a series of episodes as well as how the characters as in the ext distinct from presont opinions or judgments, (CCSS: RL6.3)			
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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)
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 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 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 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
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)

Language Arts

Grade 6 - Adopted: 2018

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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 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.6.1.	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 / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	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 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 RW.6.2. Reading for All Purposes AREA

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 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.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 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.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 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)

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 3: RETELLING NARRATIVE STORIES Week 6 Page 53-60

Colorado Academic Standards (CAS) Language Arts

		Grade 6 - Adopted: 2018
CONTENT		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
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 .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 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.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 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 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
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)

Language Arts

Grade 6 - Adopted: 2018

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 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)
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

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)
RW.6.3.	Writing and Composition
RW.6.3.2	Write informative/explanatory texts characterized by appropriate organization, ample development, precise language and formal style.
	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)
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)
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)
RW.6.3.2. a.iv.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.6.2d)
RW.6.3.	Writing and Composition
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.
	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)
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.
RW.6.3.	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 mechanics as well as a style appropriate for purpose and audience.
	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)
RW.6.3.4. a.iv.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). (CCSS: L.6.1d)
	RW.6.3.2 a.i. RW.6.3.2 a.i. RW.6.3.2 a.iv. RW.6.3.3 RW.6.3.3 RW.6.3.3 a.vi. RW.6.3.4 RW.6.3.4

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)

Language Arts

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 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.	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)

a.ii.

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)
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
		Writing and Composition Write engaging real or imagined narratives using techniques such as sensory language, dialogue, description and sequencing to convey experiences and events.
AREA		Write engaging real or imagined narratives using techniques such as sensory language, dialogue,
STANDARD CONCEPTS AND SKILLS / EVIDENCE	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.
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUT COMES EVIDENCE	RW.6.3.3 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. Evidence Outcomes Write narratives to develop real or imagined experiences or events using effective technique, relevant
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUT COMES	RW.6.3.3 .a. RW.6.3.3 .a.vi.	Write engaging real or imagined narratives using techniques such as sensory language, dialogue, description and sequencing to convey experiences and events. Evidence Outcomes 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) 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
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES INDICATOR CONTENT	RW.6.3.3 .a. RW.6.3.3 .a.vi.	Write engaging real or imagined narratives using techniques such as sensory language, dialogue, description and sequencing to convey experiences and events. Evidence Outcomes 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) 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.
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUT COMES INDICATOR CONTENT AREA	RW.6.3.3 .a. RW.6.3.3 a.vi.	Write engaging real or imagined narratives using techniques such as sensory language, dialogue, description and sequencing to convey experiences and events. Evidence Outcomes 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) 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. 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
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES INDICATOR CONTENT AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE	RW.6.3.3 .a. RW.6.3.3 a.vi.	Write engaging real or imagined narratives using techniques such as sensory language, dialogue, description and sequencing to convey experiences and events. Evidence Outcomes 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) 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. 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.

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 I 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	RW.6.4.1.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when

a. appropriate. (CCSS: W.6.7)

OUTCOMES

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 4: SUMMARIZING A REFERENCE Week 9 Page 81-88

Colorado Academic Standards (CAS) Language Arts 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 OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES RW.6.2.2 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the (CCSS: RI.6.1) RW.6.2.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the distinct from personal opinions or judgments. (CCSS: RI.6.2) INDICATOR RW.6.2.2 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) CONTENT AREA STANDARD RW.6.2.2 Analyze organization and structure of informational text to make meaning. CONCEPTS AND SKILLS Evidence Outcomes EVIDENCE OUTCOMES RW.6.2.2 Use Craft and Structure to: Jb. INDICATOR RW.6.2.2. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (CCSS: RI.6.4)	ne text
a.i. (CCSS: R16.1) INDICATOR RW.6.2.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the distinct from personal opinions or judgments. (CCSS: R16.2) INDICATOR RW.6.2.2 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: R16.3) CONTENT 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 RW.6.2.2 Use Craft and Structure to: DETAILS RW.6.2.2 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and structure, and structure is a summary of the distinct provide a summary of the distinct provid	ne text
a.ii. distinct from personal opinions or judgments. (CCSS: RI.6.2) INDICATOR RW.6.2.2. 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) CONTENT 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 RW.6.2.2 Use Craft and Structure to: INDICATOR RW.6.2.2. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and	
a.iii. 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 RW.6.2.2 Use Craft and Structure to: INDICATOR RW.6.2.2. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and	or
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 Use Craft and Structure to: INDICATOR RW.6.2.2. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and	
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES RW.6.2.2 Use Craft and Structure to: INDICATOR RW.6.2.2. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and	
AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES RW.6.2.2 Use Craft and Structure to: INDICATOR RW.6.2.2. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and	
OUT COMES .b. INDICATOR RW.6.2.2. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and	
	nd
INDICATOR RW.6.2.2. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and b.ii. contributes to the development of the ideas. (CCSS: RI.6.5)	
CONTENT RW.6.2. Reading for All Purposes AREA	
STANDARD RW.6.2.2 Analyze organization and structure of informational text to make meaning.	
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	
EVIDENCE RW.6.2.2 Use Integration of Knowledge and Ideas to: OUTCOMES .c.	
INDICATOR RW.6.2.2. Integrate information presented in different media or formats (for example: visually, quantitatively) as well as c.i. to develop a coherent understanding of a topic or issue. (CCSS: RI.6.7)	in words
CONTENT RW.6.2. Reading for All Purposes AREA	
STANDARD RW.6.2.3 Apply knowledge of word relationships, word structures, and sentence structures to determine meaning of new words in context.	e the
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 of Greading and content, choosing flexibly from a range of strategies. (CCSS: L.6.4)	n grade
INDICATOR RW.6.2.3. Use context (for example: the overall meaning of a sentence or paragraph; a word's position or function in a	

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 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.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
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)
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		Colorado Academic Standards (CAS) Language Arts 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 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)

RW.6.2.2. 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)

INDICATOR

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.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 OUT COMES		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)
RW.6.3.	Writing and Composition
RW.6.3.2	Write informative/explanatory texts characterized by appropriate organization, ample development, precise language and formal style.
	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)
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)
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)
RW.6.3.2. a.iv.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.6.2d)
RW.6.3.	Writing and Composition
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.
	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)
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.
RW.6.3.	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 mechanics as well as a style appropriate for purpose and audience.
	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)
RW.6.3.4. a.iv.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). (CCSS: L.6.1d)
	RW.6.3.2 a.i. RW.6.3.2 a.i. RW.6.3.2 a.iv. RW.6.3.3 RW.6.3.3 RW.6.3.3 a.vi. RW.6.3.4 RW.6.3.4

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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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 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 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)
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 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
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 5: WRITING FROM PICTURES Week 12 Page 107-114
		Colorado Academic Standards (CAS)
		Language Arts
		Grade 6 - Adopted: 2018
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating

AREA		
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 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 .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. 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 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 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 6: SUMMARIZING MULTIPLE REFERENCES Week 13 Page 115-126
		Colorado Academic Standards (CAS)

Colorado Academic Standards (CAS) Language Arts

Grade 6 - Adopted: 2018

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 OUTCOMES		Evidence Outcomes
AND SKILLS / EVIDENCE	RW.6.2.2 .a.	Evidence Outcomes Use Key Ideas and Details to:
AND SKILLS / EVIDENCE OUTCOMES	.a.	
AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES	. a. 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)
AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUT COMES INDICATOR	RW.6.2.2. a.i. RW.6.2.2. a.ii.	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
AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUT COMES INDICATOR	RW.6.2.2. a.i. RW.6.2.2. a.ii.	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
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. 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)
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. 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

RW.6.2.2. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and

INDICATOR

b.i.

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. 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 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 l 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 OUT COMES		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
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 14 Page 127-140

Colorado Academic Standards (CAS)

Language Arts

Grade 6 - Adopted: 2018

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 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 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
		Writing and Composition Write engaging real or imagined narratives using techniques such as sensory language, dialogue, description and sequencing to convey experiences and events.
AREA		Write engaging real or imagined narratives using techniques such as sensory language, dialogue,
STANDARD CONCEPTS AND SKILLS / EVIDENCE	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.
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUT COMES EVIDENCE	RW.6.3.3 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. Evidence Outcomes Write narratives to develop real or imagined experiences or events using effective technique, relevant
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUT COMES	RW.6.3.3 .a. RW.6.3.3 .a.vi.	Write engaging real or imagined narratives using techniques such as sensory language, dialogue, description and sequencing to convey experiences and events. Evidence Outcomes 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) 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
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES INDICATOR CONTENT	RW.6.3.3 .a. RW.6.3.3 .a.vi.	Write engaging real or imagined narratives using techniques such as sensory language, dialogue, description and sequencing to convey experiences and events. Evidence Outcomes 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) 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.
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUT COMES INDICATOR CONTENT AREA	RW.6.3.3 .a. RW.6.3.3 a.vi.	Write engaging real or imagined narratives using techniques such as sensory language, dialogue, description and sequencing to convey experiences and events. Evidence Outcomes 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) 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. 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
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES INDICATOR CONTENT AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE	RW.6.3.3 .a. RW.6.3.3 a.vi.	Write engaging real or imagined narratives using techniques such as sensory language, dialogue, description and sequencing to convey experiences and events. Evidence Outcomes 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) 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. 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.

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.	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	RW.6.4.1.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when

OUTCOMES

a. appropriate. (CCSS: W.6.7)

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 6: SUMMARIZING MULTIPLE REFERENCES Week 15 Page 141-152

Colorado Academic Standards (CAS) Language Arts 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 OUTCOMES		Evidence Outcomes

EVIDENCE	RW 6.2.2	Use Key Ideas and Details to:
OUTCOMES	.a.	ose noy lucus and becaus 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 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 OUTCOMES	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. (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 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 6: SUMMARIZING MULTIPLE REFERENCES Week 16 Page 153-158

Colorado Academic Standards (CAS) Language Arts

Grade 6 - Adopted: 2018

Prepared Graduates in Reading, Writing, and Communicating

CONTENT AREA

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	DW 6 1 1	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic,

CONT	ENT
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 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 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 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
	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.
AREA	RW.6.3.	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
STANDARD CONCEPTS AND SKILLS / EVIDENCE	RW.6.3.	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.
STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE	RW.6.3. 4. 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
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES	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.
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 OUT COMES EVIDENCE OUT COMES INDICATOR CONTENT AREA	RW.6.3. 4. 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 well as a style appropriate for

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 7: INVENTIVE WRITING Week 17 Page 159-164
		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.6.1.	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.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by

a.i. 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. 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 OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	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)

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)
		UNIT 7: INVENTIVE WRITING Week 18 Page 165-172
		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 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)
INDICATOR	RW.6.3.2.	Provide a concluding statement or section that follows from the information or explanation presented. (CCSS: W.6.2f)

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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 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)
		UNIT 7: INVENTIVE WRITING Week 19 Page 173-178
		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 OUTCOMES		Evidence Outcomes

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 AND SKILLS / EVIDENCE OUT COMES	•	Evidence Outcomes
AND SKILLS / EVIDENCE	RW.6.3.3	
AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes 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)
AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUT COMES	. a. 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) 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
AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUT COMES INDICATOR CONTENT	RW.6.3.3. a.vi.	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) 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.
AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUT COMES INDICATOR CONTENT AREA	RW.6.3.3. a.vi.	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) 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. 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
AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUT COMES INDICATOR CONTENT AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE	RW.6.3.3. a.vi.	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) 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. 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.
AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUT COMES INDICATOR CONTENT AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUT COMES	RW.6.3. RW.6.3. RW.6.3. RW.6.3. 4.	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) 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. 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. Evidence Outcomes Demonstrate command of the conventions of standard English grammar and usage when writing or

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)		
		UNIT 8: FORMAL ESSAY MODELS Week 20 Page 179-192		
	Colorado Academic Standards (CAS) Language Arts			
CONTENT AREA		Grade 6 - Adopted: 2018 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.		

Craft informational/explanatory texts using techniques specific to the genre.

Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.

STANDARD

STANDARD

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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 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 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: Rl.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 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	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 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
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 8: FORMAL ESSAY MODELS Week 21 Page 193-202

Colorado Academic Standards (CAS) Language Arts

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.

CONTEN AREA	Т

INDICATOR

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 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: Rl.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:

RW.6.2.2. 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. 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)
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.
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)

Language Arts

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 / 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.6.2.1	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 OUT COMES	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 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		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)
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 OUT COMES		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 .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 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 AREA	RW.6.3.	Writing and Composition
		Writing and Composition Write engaging real or imagined narratives using techniques such as sensory language, dialogue, description and sequencing to convey experiences and events.
AREA		Write engaging real or imagined narratives using techniques such as sensory language, dialogue,
STANDARD CONCEPTS AND SKILLS / EVIDENCE	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.
AREA STANDARD CONCEPTS AND SKILLS I EVIDENCE OUT COMES EVIDENCE	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. Evidence Outcomes 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)
STANDARD CONCEPTS AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUT COMES	RW.6.3.3 .a. RW.6.3.3 .a.i.	Write engaging real or imagined narratives using techniques such as sensory language, dialogue, description and sequencing to convey experiences and events. Evidence Outcomes 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) Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an
STANDARD CONCEPTS AND SKILLS I EVIDENCE OUT COMES EVIDENCE OUT COMES INDICATOR	RW.6.3.3 .a. RW.6.3.3 .a.i.	Write engaging real or imagined narratives using techniques such as sensory language, dialogue, description and sequencing to convey experiences and events. Evidence Outcomes 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) 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) Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or
STANDARD CONCEPTS AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUT COMES INDICATOR	RW.6.3.3 .a. RW.6.3.3 .a.i. RW.6.3.3 .a.ii.	Write engaging real or imagined narratives using techniques such as sensory language, dialogue, description and sequencing to convey experiences and events. Evidence Outcomes 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) 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) Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. (CCSS: W.6.3b) Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and

CONTENT	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 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		Evidence Outcomes

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 OUTCOMES	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) Language Arts

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 / 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.6.2.1	Analyze literary elements within different types of literature to make meaning.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
AND SKILLS / EVIDENCE	RW.6.2.1	Use Key Ideas and Details to:
AND SKILLS / EVIDENCE OUTCOMES	.a.	
AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUT COMES	RW.6.2.1. 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.
AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUT COMES INDICATOR	RW.6.2.1. a.i. RW.6.2.1. a.ii.	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
AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUT COMES INDICATOR	RW.6.2.1. a.i. RW.6.2.1. a.ii.	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
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. RW.6.2.1.	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)
AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUT COMES INDICATOR 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.	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 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 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 OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.2.2	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.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	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 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 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 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.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 OUTCOMES	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)
		Language Arts
		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 OUTCOMES

EVIDENCE

OUTCOMES

.a.

Evidence Outcomes

RW.6.2.1 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 OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	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 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		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 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. 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. 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)