Main Criteria: Structure and Style for Students Secondary Criteria: Washington DC Academic Standards

Subject: Language Arts

Grade: 6

Structure and Style for Students

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

Washington DC Academic Standards Language Arts

Grade 6 - Adopted: 2010

CONTENT STANDARD / STRAND / **DISCIPLINE**

DC.CC.6. Reading Standards for Informational Text

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

CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.6. Reading Standards for Informational Text RI.

STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	6.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
STUDENT EXPECTATION / ESSENTIAL SKILL	6.RI.5.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.6. Reading Standards for Informational Text RI.

STANDARD / Integration of Knowledge and Ideas **ESSENTIAL SKILL**

STUDENT 6.RI.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to EXPECTATION / develop a coherent understanding of a topic or issue. **ESSENTIAL** SKILL CONTENT DC.CC.6. Writing Standards STANDARD / W. STRAND / **DISCIPLINE** STANDARD / **Text Types and Purposes ESSENTIAL SKILL STUDENT** 6.W.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information **EXPECTATION** through the selection, organization, and analysis of relevant content. / ESSENTIAL SKILL **EXPECTATION** 6.W.2.a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. **EXPECTATION** 6.W.2.b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. **EXPECTATION** 6.W.2.d. Use precise language and domain-specific vocabulary to inform about or explain the topic. CONTENT DC.CC.6. Writing Standards STANDARD / W. STRAND / **DISCIPLINE** STANDARD / **Production and Distribution of Writing ESSENTIAL SKILL** STUDENT 6.W.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, EXPECTATION / purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) **ESSENTIAL** SKILL 6.W.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, STUDENT EXPECTATION / revising, editing, rewriting, or trying a new approach. **ESSENTIAL SKILL** CONTENT DC.CC.6. Writing Standards STANDARD / W. STRAND / DISCIPLINE Decearch to Build and Dresent Knowledge

ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

CONTENT STANDARD / W. STRAND / DISCIPLINE

DC.CC.6. Writing Standards

STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	6.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	6.SL.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	6.SL.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
EXPECTATION	6.SL.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Presentation of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	6.SL.4.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
STUDENT EXPECTATION / ESSENTIAL SKILL	6.SL.6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English

EXPECTATION	6.L.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	6.L.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	6.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

Washington DC Academic Standards Language Arts

Grade 6 - Adopted: 2010

CONTENT STANDARD / STRAND / DISCIPLINE

ESSENTIAL SKILL

DC.CC.6. Reading Standards for Informational Text RI.

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

STUDENT 6.RI.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through EXPECTATION / examples or anecdotes). **ESSENTIAL** SKILL CONTENT DC.CC.6. Reading Standards for Informational Text STANDARD / RI. STRAND / **DISCIPLINE** STANDARD / Craft and Structure **ESSENTIAL SKILL STUDENT** 6.RI.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and EXPECTATION / technical meanings **ESSENTIAL** SKILL **STUDENT** 6.RI.5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and EXPECTATION / contributes to the development of the ideas. **ESSENTIAL** SKILL CONTENT DC.CC.6. Reading Standards for Informational Text STANDARD / STRAND / **DISCIPLINE** STANDARD / Integration of Knowledge and Ideas **ESSENTIAL SKILL STUDENT** 6.RI.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to EXPECTATION / develop a coherent understanding of a topic or issue. **ESSENTIAL** SKILL CONTENT DC.CC.6. Writing Standards STANDARD / W STRAND / DISCIPLINE STANDARD / **Text Types and Purposes ESSENTIAL SKILL** STUDENT 6.W.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information **EXPECT ATION** through the selection, organization, and analysis of relevant content. / ESSENTIAL **SKILL EXPECTATION** 6.W.2.a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. **EXPECTATION** 6.W.2.b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. **EXPECTATION** 6.W.2.d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

CONTENT STANDARD / STRAND / DISCIPLINE DC.CC.6. Writing Standards

W.

STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	6.W.9.b.	Apply grade 6 reading standards to literary nonfiction (e.g., "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").
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD I ESSENTIAL SKILL		Range of Writing

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.

STUDENT

ESSENTIAL SKILL

EXPECTATION /

6.W.10.

DC.CC.6. Speaking and Listening Standards SL.

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

CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.6. Speaking and Listening Standards SL.

STANDARD / ESSENTIAL SKILL		Presentation of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	6.SL.4.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
STUDENT EXPECTATION /	6.SL.6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

CONTENT STANDARD / STRAND / DISCIPLINE

SKILL

DC.CC.6. Language Standards

STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	6.L.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
EXPECTATION	6.L.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

CONTENT STANDARD / STRAND / DISCIPLINE DC.CC.6. Language Standards L.

STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	6.L.2.b.	Spell correctly.

CONTENT STANDARD / STRAND /

DC.CC.6. Language Standards

STRAND /
DISCIPLINE

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECT ATION / ESSENTIAL SKILL	6.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	6.L.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	6.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

CONTENT STANDARD / STRAND / DISCIPLINE DC.CC.6. Language Standards L.

STANDARD / ESSENTIAL SKILL

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

ESSENTIAL SKILL

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

Washington DC Academic Standards
Language Arts
Grade 6 - Adopted: 2010

CONTENT STANDARD / STRAND / DISCIPLINE DC.CC.6. Reading Standards for Informational Text RI.

STANDARD / Key Ideas and Details
ESSENTIAL
SKILL

STUDENT EXPECTATION / ESSENTIAL SKILL

6.RI.1.

Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

STUDENT EXPECTATION / ESSENTIAL SKILL	6.Rl.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.
STUDENT EXPECTATION / ESSENTIAL SKILL	6.RI.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	6.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
STUDENT EXPECTATION / ESSENTIAL SKILL	6.RI.5.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Integration of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	6.Rl.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	6.W.2.a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

EXPECTATION Use precise language and domain-specific vocabulary to inform about or explain the topic. 6.W.2.d. CONTENT DC.CC.6. Writing Standards STANDARD / W. STRAND / **DISCIPLINE** STANDARD / **Production and Distribution of Writing ESSENTIAL SKILL STUDENT** 6.W.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, EXPECTATION / purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) **ESSENTIAL** SKILL STUDENT 6.W.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, EXPECTATION / revising, editing, rewriting, or trying a new approach. **ESSENTIAL** SKILL STUDENT 6.W.6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with EXPECTATION / others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. **ESSENTIAL** SKILL CONTENT DC.CC.6. Writing Standards STANDARD / W STRAND / DISCIPLINE STANDARD / Research to Build and Present Knowledge **ESSENTIAL SKILL** STUDENT 6.W.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when EXPECTATION / appropriate. **ESSENTIAL** SKILL CONTENT DC.CC.6. Writing Standards STANDARD / W. STRAND / **DISCIPLINE** STANDARD / Research to Build and Present Knowledge **ESSENTIAL** SKILL STUDENT 6.W.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. **EXPECT ATION** / ESSENTIAL SKILL **EXPECTATION** 6.W.9.b. Apply grade 6 reading standards to literary nonfiction (e.g., "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"). CONTENT DC.CC.6. Writing Standards STANDARD / W. STRAND / **DISCIPLINE**

STANDARD /

ESSENTIAL SKILL

Range of Writing

STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.10.	Vrite routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. SL.	Speaking and Listening Standards	
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration	
STUDENT EXPECTATION / ESSENTIAL SKILL	6.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.	
EXPECTATION	6.SL.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	
EXPECTATION	6.SL.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.	
EXPECTATION	6.SL.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.	
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. SL.	Speaking and Listening Standards	
STANDARD / ESSENTIAL SKILL		Presentation of Knowledge and Ideas	
STUDENT EXPECTATION / ESSENTIAL SKILL	6.SL.4.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.	
STUDENT EXPECTATION / ESSENTIAL SKILL	6.SL.6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards	
STANDARD / ESSENTIAL SKILL		Conventions of Standard English	
STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
EXPECTATION	6.L.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).	

Recognize variations from standard English in their own and others' writing and speaking, and identify and use

strategies to improve expression in conventional language.

EXPECTATION

6.L.1.e.

DC.CC.6. Language Standards L.

STANDARD / ESSENTIAL SKILL	Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION 6.L.2.b. Spell correctly.

L.

CONTENT STANDARD / STRAND / DISCIPLINE DC.CC.6. Language Standards

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	6.L.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	6.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in

CONTENT STANDARD / STRAND / DISCIPLINE DC.CC.6. Language Standards

context or in a dictionary).

ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

Washington DC Academic Standards
Language Arts
Grade 6 - Adopted: 2010

CONTENT STANDARD / STRAND / DISCIPLINE DC.CC.6. Reading Standards for Literature RL.

STANDARD / ESSENTIAL	Key Ideas and Details
SKILL	

STUDENT EXPECTATION / ESSENTIAL SKILL	6.RL.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STUDENT EXPECTATION / ESSENTIAL SKILL	6.RL.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
STUDENT EXPECTATION / ESSENTIAL SKILL	6.RL.3.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

DC.CC.6. Reading Standards for Literature RL.

STANDARD I ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	6.RL.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
STUDENT EXPECTATION / ESSENTIAL SKILL	6.RL.5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
STUDENT EXPECTATION / ESSENTIAL SKILL	6.RL.6.	Explain how an author develops the point of view of the narrator or speaker in a text.

CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.6. Reading Standards for Literature RL.

STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
STUDENT	6.RL.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text

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

ESSENTIAL SKILL

EXPECTATION /

CONTENT	DC.CC.6.	Writing	Standards
STANDARD /	W.		
STRAND /			
DISCIPLINE			

STANDARD / ESSENTIAL SKILL		Text Types and Purposes
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STUDENT EXPECTATION / ESSENTIAL SKILL		Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

EXPECTATION

W.

6.W.3.a.

DC.CC.6. Writing Standards

STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

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

Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an

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

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

event sequence that unfolds naturally and logically.

CONTENT STANDARD / STRAND / **DISCIPLINE**

DC.CC.6. Writing Standards

STANDARD I ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

CONTENT STANDARD / STRAND / **DISCIPLINE**

DC.CC.6. Writing Standards

W.

STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	6.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	6.SL.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	6.SL.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
EXPECTATION	6.SL.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Presentation of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	6.SL.4.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
STUDENT EXPECTATION / ESSENTIAL	6.SL.6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

SKILL

CONTENT
STANDARD
STRAND /
DISCIPLINE

DC.CC.6. Language Standards L.

STRAND / DISCIPLINE		
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	6.L.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
EXPECTATION	6.L.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	6.L.2.b.	Spell correctly.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT	6.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade

STANDARD I ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	6.L.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	6.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

DC.CC.6. Language Standards

STANDARD / ESSENTIAL SKILL	Vocabulary Acquisition and Use
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STUDENT EXPECTATION / ESSENTIAL SKILL 6.L.6.

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

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

Washington DC Academic Standards Language Arts

Grade 6 - Adopted: 2010

CONTENT STANDARD / STRAND / DISCIPLINE DC.CC.6. Reading Standards for Literature

RL.

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

CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.6. Reading Standards for Literature

RL.

STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	6.RL.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
STUDENT EXPECTATION / ESSENTIAL SKILL	6.RL.5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
STUDENT EXPECTATION / ESSENTIAL SKILL	6.RL.6.	Explain how an author develops the point of view of the narrator or speaker in a text.

CONTENT STANDARD / STRAND / DISCIPLINE

RL.

DC.CC.6. Reading Standards for Literature

STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
STUDENT EXPECTATION / ESSENTIAL SKILL	6.RL.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD I ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
OKIEE		
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
STUDENT EXPECTATION / ESSENTIAL	6.W.3. 6.W.3.a.	
STUDENT EXPECTATION / ESSENTIAL SKILL		Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an
STUDENT EXPECTATION / ESSENTIAL SKILL EXPECTATION	6.W.3.a.	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or
STUDENT EXPECTATION / ESSENTIAL SKILL EXPECTATION	6.W.3.a. 6.W.3.b.	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and
STUDENT EXPECTATION / ESSENTIAL SKILL EXPECTATION EXPECTATION	6.W.3.b. 6.W.3.d. 6.W.3.e.	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
STUDENT EXPECTATION / ESSENTIAL SKILL EXPECTATION EXPECTATION EXPECTATION CONTENT STANDARD / STRAND /	6.W.3.a. 6.W.3.b. 6.W.3.d. 6.W.3.e.	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. Provide a conclusion that follows from the narrated experiences or events.

SKILL

STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	6.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	6.SL.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	6.SL.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
EXPECTATION	6.SL.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

SL.

DC.CC.6. Speaking and Listening Standards

STANDARD / ESSENTIAL SKILL		Presentation of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	6.SL.4.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
STUDENT EXPECTATION / ESSENTIAL SKILL	6.SL.6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	6.L.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
EXPECTATION	6.L.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	6.L.2.b.	Spell correctly.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	6.L.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a

clue to the meaning of a word or phrase.

EXPECTATION

6.L.4.d.

6.L.6.

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

CONTENT STANDARD / STRAND / **DISCIPLINE**

SKILL

DC.CC.6. Language Standards

STANDARD /	Vocabulary Acquisition and Use
ESSENTIAL	

STUDENT EXPECTATION / **ESSENTIAL** SKILL

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

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

Washington DC Academic Standards Language Arts

Grade 6 - Adopted: 2010

CONTENT STANDARD / STRAND / **DISCIPLINE**

DC.CC.6. Reading Standards for Literature

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

CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.6. Reading Standards for Literature RL.

STANDARD / ESSENTIAL SKILL	Craft and Structure			
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STUDENT EXPECTATION / **ESSENTIAL** SKILL

6.RL.4.

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

STUDENT EXPECTATION / ESSENTIAL SKILL	6.RL.5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
STUDENT EXPECTATION / ESSENTIAL SKILL	6.RL.6.	Explain how an author develops the point of view of the narrator or speaker in a text.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
STUDENT EXPECTATION / ESSENTIAL SKILL	6.RL.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
EXPECTATION	6.W.3.a.	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
EXPECTATION	6.W.3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
EXPECTATION	6.W.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
EVDECTATION	6 W 2 c	Provide a conclusion that follows from the parreted experiences or exents

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

DC.CC.6. Writing Standards W.

STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STUDENT EXPECTATION /	6.W.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

CONTENT STANDARD / STRAND / DISCIPLINE

ESSENTIAL SKILL

DC.CC.6. Writing Standards W.

STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION /	6.W.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic

CONTENT STANDARD / STRAND / DISCIPLINE

ESSENTIAL

SKILL

DC.CC.6. Writing Standards W.

information for sources.

STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION /	6.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

EXPECTATION /
ESSENTIAL
SKILL

CONTENT STANDARD / STRAND / DISCIPLINE

SL.

DC.CC.6. Speaking and Listening Standards

STANDARD / ESSENTIAL SKILL	Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	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.

EXPECTATION	6.SL.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	6.SL.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
EXPECTATION	6.SL.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Presentation of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	6.SL.4.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
STUDENT EXPECTATION / ESSENTIAL SKILL	6.SL.6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
CONTENT	DC.CC.6.	Language Standards
STANDARD / STRAND /	L.	
STANDARD / STRAND /		Conventions of Standard English
STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL		
STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL	L.	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or
STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.1.	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL EXPECTATION	6.L.1.d. 6.L.1.e.	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). Recognize variations from standard English in their own and others' writing and speaking, and identify and use
STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL EXPECTATION CONTENT STANDARD / STRAND /	6.L.1.d. 6.L.1.e. DC.CC.6.	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL EXPECTATION CONTENT STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL	6.L.1.d. 6.L.1.e. DC.CC.6.	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. Language Standards

EXPECTATION 6.L.2.b. Spell correctly.

DC.CC.6. Language Standards L.

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	6.L.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	6.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.6. Language Standards

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

Washington DC Academic Standards Language Arts Grade 6 - Adopted: 2010

CONTENT STANDARD / STRAND / DISCIPLINE

SKILL

DC.CC.6. Reading Standards for Informational Text

STANDARD /		Key Ideas and Details
ESSENTIAL SKILL		
STUDENT EXPECTATION / ESSENTIAL SKILL	6.RI.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STUDENT EXPECTATION / ESSENTIAL SKILL	6.Rl.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.
STUDENT EXPECTATION / ESSENTIAL	6.RI.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

DC.CC.6. Reading Standards for Informational Text RI.

STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	6.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
STUDENT EXPECTATION / ESSENTIAL SKILL	6.RI.5.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Integration of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	6.RI.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
SKILL		
EXPECTATION	6.W.2.a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
	6.W.2.a. 6.W.2.b.	comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and
EXPECTATION		comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	6.W.2.b. 6.W.2.d.	comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	6.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

EXPECTATION	6.SL.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	6.SL.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
EXPECTATION	6.SL.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	6.L.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
EXPECTATION	6.L.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	6.L.2.b.	Spell correctly.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	6.L.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	6.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

context or in a dictionary).

DC.CC.6. Language Standards L.

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

Washington DC Academic Standards Language Arts

Grade 6 - Adopted: 2010

CONTENT STANDARD / STRAND / DISCIPLINE DC.CC.6. Reading Standards for Informational Text RI.

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

CONTENT STANDARD / STRAND / DISCIPLINE

SKILL

DC.CC.6. Reading Standards for Informational Text RI.

STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	6.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
STUDENT EXPECTATION / ESSENTIAL SKILL	6.RI.5.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

SKILL

DC.CC.6. Reading Standards for Informational Text RI.

ST ANDARD / ESSENTIAL SKILL		Integration of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	6.RI.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	6.W.2.a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	6.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STUDENT EXPECTATION / ESSENTIAL	6.W.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

CONTENT
ST ANDARD
STRAND /
DISCIPLINE

DC.CC.6. Writing Standards W.

STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT	DO 00 C	
CONTENT STANDARD / STRAND / DISCIPLINE	SL.	Speaking and Listening Standards
STANDARD / STRAND /		Comprehension and Collaboration
STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL		
STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL	SL.	Comprehension and Collaboration 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
STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL	6.SL.1.	Comprehension and Collaboration 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. 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.
STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL	6.SL.1. 6.SL.1.a.	Comprehension and Collaboration 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. 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.
STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL EXPECTATION	6.SL.1.a. 6.SL.1.b. 6.SL.1.c.	Comprehension and Collaboration 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. 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. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic,

STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	6.L.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
EXPECTATION	6.L.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	6.L.2.b.	Spell correctly.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	6.L.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	6.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

DC.CC.6. Reading Standards for Informational Text RI.

DISCIPLINE		
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	6.Rl.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STUDENT EXPECTATION / ESSENTIAL SKILL	6.RI.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
STUDENT EXPECTATION / ESSENTIAL SKILL	6.RI.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	6.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
STUDENT EXPECTATION / ESSENTIAL SKILL	6.Rl.5.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Integration of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	6.RI.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards

STANDARD / ESSENTIAL SKILL

Text Types and Purposes

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

STANDARD I ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

DC.CC.6. Writing Standards

W.

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

CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.6. Writing Standards W.

STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	6.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	6.SL.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	6.SL.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
EXPECTATION	6.SL.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
ESSENTIAL	6.L.1.	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL	6.L.1. 6.L.1.c.	Demonstrate command of the conventions of standard English grammar and usage when writing or
ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL		Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL EXPECTATION	6.L.1.c.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Recognize and correct inappropriate shifts in pronoun number and person.
ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL EXPECTATION EXPECTATION	6.L.1.d. 6.L.1.e.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Recognize and correct inappropriate shifts in pronoun number and person. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). Recognize variations from standard English in their own and others' writing and speaking, and identify and use
ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL EXPECTATION EXPECTATION CONTENT STANDARD / STRAND /	6.L.1.c. 6.L.1.d. 6.L.1.e.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Recognize and correct inappropriate shifts in pronoun number and person. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

EXPECTATION	6.L.2.b.	Spell correctly.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD I ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	6.L.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	6.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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		Washington DC Academic Standards
		Language Arts
		Grade 6 - Adopted: 2010
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. RI.	Reading Standards for Informational Text

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

SKILL

STUDENT EXPECTATION / ESSENTIAL SKILL	6.Rl.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	6.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Integration of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	6.RI.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / ESSENTIAL		
SKILL		Text Types and Purposes
SKILL STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.2.	Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
STUDENT EXPECT ATION / ESSENTIAL	6.W.2. 6.W.2.a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information
STUDENT EXPECT ATION / ESSENTIAL SKILL		Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and
STUDENT EXPECTATION / ESSENTIAL SKILL EXPECTATION	6.W.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. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
STUDENT EXPECTATION / ESSENTIAL SKILL EXPECTATION	6.W.2.b. 6.W.2.d.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD I ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	6.L.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

Recognize variations from standard English in their own and others' writing and speaking, and identify and use

strategies to improve expression in conventional language.

EXPECTATION

6.L.1.e.

DC.CC.6. Language Standards L.

STANDARD / ESSENTIAL SKILL	Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION 6.L.2.b. Spell correctly.

CONTENT STANDARD / STRAND / **DISCIPLINE**

DC.CC.6. Language Standards

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECT ATION / ESSENTIAL SKILL	6.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	6.L.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a

clue to the meaning of a word or phrase.

EXPECTATION 6.L.4.c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

EXPECTATION 6.L.4.d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

CONTENT STANDARD / STRAND / **DISCIPLINE**

DC.CC.6. Language Standards

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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CONTENT STANDARD / STRAND / **DISCIPLINE**

DC.CC.6. Reading Standards for Informational Text

RI.

STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	6.RI.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STUDENT EXPECTATION / ESSENTIAL SKILL	6.Rl.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.
STUDENT EXPECTATION / ESSENTIAL SKILL	6.RI.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. RI.	Reading Standards for Informational Text
STANDARD /		
ESSENTIAL SKILL		Craft and Structure
	6.RI.4.	Craft and Structure Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
STUDENT EXPECTATION / ESSENTIAL		Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and
SKILL STUDENT EXPECTATION / ESSENTIAL SKILL CONTENT STANDARD / STRAND /	DC.CC.6.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings

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

DC.CC.6. Writing Standards CONTENT STANDARD / W. STRAND /

DISCIPLINE

STANDARD / ESSENTIAL SKILL	Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, EXPECTATION 6.W.2.a. comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

EXPECTATION	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	6.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD I ESSENTIAL SKILL		Conventions of Standard English

STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	6.L.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
EXPECTATION	6.L.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	6.L.2.b.	Spell correctly.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	6.L.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	6.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

DC.CC.6. Reading Standards for Literature RL.

DISCIPLINE		
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	6.RL.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STUDENT EXPECTATION / ESSENTIAL SKILL	6.RL.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
STUDENT EXPECTATION / ESSENTIAL SKILL	6.RL.3.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
STUDENT EXPECTATION / ESSENTIAL SKILL	6.RL.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	6.W.2.a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes

STUDENT EXPECTATION I ESSENTIAL SKILL	6.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
EXPECTATION	6.W.3.a.	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
EXPECTATION	6.W.3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
EXPECTATION	6.W.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English

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STUDENT EXPECTATION I ESSENTIAL SKILL	6.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	6.L.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
EXPECTATION	6.L.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	6.L.2.b.	Spell correctly.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	6.L.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	6.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

CONTENT STANDARD / STRAND / DISCIPLINE DC.CC.6. Reading Standards for Informational Text RI.

STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	6.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
STUDENT EXPECTATION / ESSENTIAL SKILL	6.RI.5.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

CONTENT STANDARD / STRAND / DISCIPLINE

STANDARD / ESSENTIAL SKILL		Integration of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	6.RI.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
STUDENT EXPECTATION / ESSENTIAL SKILL	6.RI.9.	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

CONTENT
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DISCIPLINE

DC.CC.6. Writing Standards W.

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

CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.6. Writing Standards W.

STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.6. Writing Standards

STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	6.W.9.a.	Apply grade 6 reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	6.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	6.SL.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	6.SL.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
EXPECTATION	6.SL.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English

STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	6.L.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
EXPECTATION	6.L.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	6.L.2.b.	Spell correctly.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	6.L.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	6.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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STRAND / STRAND / DISCIPLINE	RI.	
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	6.RI.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STUDENT EXPECTATION / ESSENTIAL SKILL	6.Rl.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.
STUDENT EXPECTATION / ESSENTIAL SKILL	6.RI.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION /	6.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings

ESSENTIAL SKILL		Crait and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	6.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
STUDENT EXPECTATION / ESSENTIAL SKILL	6.RI.5.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

CONTENT STANDARD / STRAND / DISCIPLINE

STANDARD / ESSENTIAL SKILL		Integration of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	6.RI.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
STUDENT EXPECTATION / ESSENTIAL SKILL	6.RI.9.	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

DC.CC.6. Writing Standards W.

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

CONTENT STANDARD / STRAND / DISCIPLINE DC.CC.6. Writing Standards

V.

STANDARD I ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

CONTENT STANDARD / STRAND / DISCIPLINE DC.CC.6. Writing Standards

RD / W.

STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	6.W.9.a.	Apply grade 6 reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	6.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	6.SL.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	6.SL.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
EXPECTATION	6.SL.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English

STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	6.L.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
EXPECTATION	6.L.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	6.L.2.b.	Spell correctly.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	6.L.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	6.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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STRAND / STRAND / DISCIPLINE	RI.	
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	6.RI.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STUDENT EXPECTATION / ESSENTIAL SKILL	6.Rl.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.
STUDENT EXPECTATION / ESSENTIAL SKILL	6.RI.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION /	6.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings

ESSENTIAL SKILL		Crait and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	6.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
STUDENT EXPECTATION / ESSENTIAL SKILL	6.RI.5.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

CONTENT STANDARD / STRAND / DISCIPLINE

STANDARD / ESSENTIAL SKILL		Integration of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	6.RI.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
STUDENT EXPECTATION / ESSENTIAL SKILL	6.RI.9.	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

DC.CC.6. Writing Standards W.

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

CONTENT STANDARD / STRAND / DISCIPLINE DC.CC.6. Writing Standards

V.

STANDARD I ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

CONTENT STANDARD / STRAND / DISCIPLINE DC.CC.6. Writing Standards

RD / W.

STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	6.W.9.a.	Apply grade 6 reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	6.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	6.SL.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	6.SL.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
EXPECTATION	6.SL.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English

STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	6.L.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
EXPECTATION	6.L.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	6.L.2.b.	Spell correctly.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	6.L.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	6.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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STRAND / STRAND / DISCIPLINE	RI.	
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	6.RI.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STUDENT EXPECTATION / ESSENTIAL SKILL	6.Rl.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.
STUDENT EXPECTATION / ESSENTIAL SKILL	6.RI.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION /	6.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings

ESSENTIAL SKILL		Crait and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	6.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
STUDENT EXPECTATION / ESSENTIAL SKILL	6.RI.5.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

CONTENT STANDARD / STRAND / DISCIPLINE

STANDARD / ESSENTIAL SKILL		Integration of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	6.RI.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
STUDENT EXPECTATION / ESSENTIAL SKILL	6.RI.9.	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

DC.CC.6. Writing Standards W.

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

CONTENT STANDARD / STRAND / DISCIPLINE DC.CC.6. Writing Standards

V.

STANDARD I ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

CONTENT STANDARD / STRAND / DISCIPLINE DC.CC.6. Writing Standards

RD / W.

STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	6.W.9.a.	Apply grade 6 reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	6.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	6.SL.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	6.SL.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
EXPECTATION	6.SL.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English

STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	6.L.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
EXPECTATION	6.L.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	6.L.2.b.	Spell correctly.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	6.L.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	6.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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DC.CC.6. Writing Standards W.

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

CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.6. Writing Standards

STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

CONTENT STANDARD / STRAND / DISCIPLINE

EXPECTATION /

ESSENTIAL SKILL

DC.CC.6. Writing Standards W.

STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT	6.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a

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

SKILL

STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	6.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	6.SL.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	6.SL.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
EXPECTATION	6.SL.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	6.L.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
EXPECTATION	6.L.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION I ESSENTIAL SKILL	6.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	6.L.2.b.	Spell correctly.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use

STUDENT EXPECTATION / **ESSENTIAL** SKILL

6.L.6.

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

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CONTENT STANDARD / STRAND / **DISCIPLINE**

DC.CC.6. Writing Standards

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

CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.6. Writing Standards

W.

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

DC.CC.6. Writing Standards W.

STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	6.L.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
EXPECTATION	6.L.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English

STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	6.L.2.b.	Spell correctly.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6.	Language Standards

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Washington DC Academic Standards Language Arts

Grade 6 - Adopted: 2010

CONTENT STANDARD / STRAND / DISCIPLINE DC.CC.6. Writing Standards

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

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

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

CONTENT STANDARD / STRAND / DISCIPLINE

SKILL

EXPECTATION

DC.CC.6. Writing Standards

6.W.2.d.

STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL	6.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	6.L.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
EXPECTATION	6.L.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	612h	Snell correctly

EXPECTATION 6.L.2.b. Spell correctly.

STRAND / DISCIPLINE

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

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Washington DC Academic Standards Language Arts

Grade 6 - Adopted: 2010

CONTENT STANDARD / STRAND / DISCIPLINE DC.CC.6. Reading Standards for Informational Text

RI.

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

CONTENT STANDARD / STRAND / DISCIPLINE DC.CC.6. Reading Standards for Informational Text RI.

Craft and Structure STANDARD / **ESSENTIAL SKILL** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and STUDENT 6.RI.4. EXPECTATION / technical meanings **ESSENTIAL SKILL** 6.RI.5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and STUDENT contributes to the development of the ideas. EXPECTATION / **ESSENTIAL**

CONTENT STANDARD / STRAND / DISCIPLINE

SKILL

STANDARD / ESSENTIAL SKILL		Integration of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	6.RI.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
STUDENT EXPECTATION / ESSENTIAL SKILL	6.RI.9.	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

DC.CC.6. Writing Standards

W.

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

CONTENT STANDARD / STRAND / DISCIPLINE

SKILL

DC.CC.6. Writing Standards W.

STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STUDENT EXPECTATION / ESSENTIAL	6.W.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION I ESSENTIAL SKILL	6.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	6.W.9.a.	Apply grade 6 reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English

STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	6.L.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
EXPECTATION	6.L.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	6.L.2.b.	Spell correctly.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	6.L.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	6.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STRAND / STRAND / DISCIPLINE	RI.	
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	6.RI.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STUDENT EXPECTATION / ESSENTIAL SKILL	6.Rl.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.
STUDENT EXPECTATION / ESSENTIAL SKILL	6.RI.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION /	6.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings

ESSENTIAL SKILL		Crait and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	6.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
STUDENT EXPECTATION / ESSENTIAL SKILL	6.RI.5.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

CONTENT STANDARD / STRAND / DISCIPLINE

STANDARD / ESSENTIAL SKILL		Integration of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	6.RI.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
STUDENT EXPECTATION / ESSENTIAL SKILL	6.RI.9.	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

DC.CC.6. Writing Standards W.

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

CONTENT STANDARD / STRAND / DISCIPLINE

W.

DC.CC.6. Writing Standards

STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STUDENT EXPECTATION / ESSENTIAL	6.W.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

CONTENT STANDARD / STRAND / DISCIPLINE

SKILL

DC.CC.6. Writing Standards W.

STANDARD / Research to Build and Present Knowledge ESSENTIAL SKILL	
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STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD I ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION I ESSENTIAL SKILL	6.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	6.W.9.a.	Apply grade 6 reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD I ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION I ESSENTIAL SKILL	6.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	6.SL.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	6.SL.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
EXPECTATION	6.SL.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

DC.CC.6. Language Standards L.

STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	6.L.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
EXPECTATION	6.L.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	6.L.2.b.	Spell correctly.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	6.L.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	6.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use

STUDENT EXPECTATION / **ESSENTIAL** SKILL

6.L.6.

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

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Washington DC Academic Standards Language Arts

Grade 6 - Adopted: 2010

CONTENT STANDARD / STRAND /

DC.CC.6. Reading Standards for Literature

DISCIPLINE

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

CONTENT STANDARD / STRAND / **DISCIPLINE**

DC.CC.6. Reading Standards for Literature RL.

STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	6.RL.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
STUDENT EXPECTATION / ESSENTIAL SKILL	6.RL.5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
STUDENT EXPECTATION / ESSENTIAL SKILL	6.RL.6.	Explain how an author develops the point of view of the narrator or speaker in a text.

CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.6. Reading Standards for Literature RL.

STANDARD / ESSENTIAL SKILL	Range of Reading and Level of Text Complexity

STUDENT EXPECTATION / ESSENTIAL SKILL 6.RL.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CONTENT STANDARD / STRAND / DISCIPLINE DC.CC.6. Reading Standards for Informational Text

RI.

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

CONTENT STANDARD / STRAND / DISCIPLINE

SKILL

DC.CC.6. Reading Standards for Informational Text RI.

STANDARD / Craft and Structure
ESSENTIAL
SKILL

STUDENT EXPECTATION / ESSENTIAL SKILL

6.RI.4.

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings

CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.6. Reading Standards for Informational Text RI.

STANDARD / Integration of Knowledge and Ideas
ESSENTIAL
SKILL

STUDENT 6.RI.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. EXPECTATION / **ESSENTIAL** SKILL CONTENT DC.CC.6. Writing Standards STANDARD / STRAND / **DISCIPLINE** STANDARD / **Text Types and Purposes ESSENTIAL SKILL STUDENT** 6.W.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information **EXPECTATION** through the selection, organization, and analysis of relevant content. / ESSENTIAL **SKILL EXPECTATION** 6.W.2.b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. CONTENT DC.CC.6. Writing Standards STANDARD / STRAND / DISCIPLINE STANDARD / **Text Types and Purposes ESSENTIAL SKILL STUDENT** 6.W.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant **EXPECTATION** descriptive details, and well-structured event sequences. / ESSENTIAL SKILL **EXPECTATION** 6.W.3.a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. **EXPECTATION** 6.W.3.h. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. **EXPECTATION** 6.W.3.d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. **EXPECTATION** 6.W.3.e. Provide a conclusion that follows from the narrated experiences or events. CONTENT DC.CC.6. Writing Standards STANDARD / W. STRAND / **DISCIPLINE**

STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	6.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	6.SL.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	6.SL.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
EXPECTATION	6.SL.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
CONTENT	DC.CC.6.	Language Standards

CONTENT DO STANDARD / L. STRAND / DISCIPLINE

STANDARD /		Conventions of Standard English
ESSENTIAL SKILL		
STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	6.L.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
EXPECTATION	6.L.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	6.L.2.b.	Spell correctly.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Knowledge of Language
STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	6.L.3.b.	Maintain consistency in style and tone.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	6.L.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

EXPECTATION 6.L.4.d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in

context or in a dictionary).

CONTENT STANDARD / STRAND / **DISCIPLINE**

DC.CC.6. Language Standards L.

STANDARD / ESSENTIAL SKILL	Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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

CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.6. Language Standards

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION /	6.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

EXPE ESSENTIAL SKILL

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Washington DC Academic Standards Language Arts

Grade 6 - Adopted: 2010

CONTENT STANDARD / STRAND / **DISCIPLINE**

DC.CC.6. Reading Standards for Literature RL.

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

CONTENT STANDARD / STRAND / **DISCIPLINE**

DC.CC.6. Reading Standards for Literature RL.

STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	6.RL.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
STUDENT EXPECTATION / ESSENTIAL SKILL	6.RL.5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
STUDENT EXPECTATION / ESSENTIAL SKILL	6.RL.6.	Explain how an author develops the point of view of the narrator or speaker in a text.

CONTENT STANDARD / STRAND / DISCIPLINE

STANDARD /

ESSENTIAL SKILL

DC.CC.6. Reading Standards for Literature RL.

Range of Reading and Level of Text Complexity

STUDENT EXPECTATION / ESSENTIAL SKILL

6.RL.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CONTENT STANDARD / STRAND / DISCIPLINE DC.CC.6. Reading Standards for Informational Text

STANDARD / ESSENTIAL SKILL

STUDENT 6.Rl.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. EXPECTATION / ESSENTIAL SKILL

STUDENT 6.Rl.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.

ESSENTIAL

SKILL

EXPECTATION / ESSENTIAL SKILL 6.RI.3.

STUDENT

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

CONTENT STANDARD / STRAND / DISCIPLINE DC.CC.6. Reading Standards for Informational Text ${\sf RI}$.

through the selection, organization, and analysis of relevant content. EXPECTATION 6.W.2.b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. CONTENT STANDARD / W. STANDARD / SSENTIAL SKILL STUDENT EXPECTATION 6.W.3. Write narratives to develop real or imagined experiences or events using effective technique, reledescriptive details, and well-structured event sequences. EXPECTATION 6.W.3. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organized event sequence that unfolds naturally and logically. EXPECTATION 6.W.3.b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. EXPECTATION 6.W.3.d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.			
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STANDARD /	EXPECTATION / ESSENTIAL	6.RI.4.	
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develop a coherent understanding of a topic or issue. SSESSENTIAL SKILL DC.CC.6. Writing Standards Text Types and Purposes STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION 6.W.2. Writing Standards Text Types and Purposes STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION 6.W.2. Writing Standards Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples CONTENT STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION 6.W.2. Writing Standards STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION 6.W.3. Writing Standards STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION 6.W.3. Write narratives to develop real or imagined experiences or events using effective technique, reledescriptive details, and well-structured event sequences. EXPECTATION 6.W.3. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize event sequence that unfolds naturally and logically. EXPECTATION 6.W.3. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. EXPECTATION 6.W.3. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.	ESSENTIAL		Integration of Knowledge and Ideas
ST AND ARD / ESSENTIAL STUDENT EXPECTATION 6.W.2. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and example: CONTENT ST AND ARD / BSSENTIAL STRUND DEC.C.6. Writing Standards W. Text Types and Purposes Text Types and Purposes CONTENT ST AND ARD / BSSENTIAL STRAND / DISCIPLINE STAND ARD / BSSENTIAL SKILL STUDENT ESSENTIAL SKILL STUDENT ESSENTIAL SKILL STUDENT ESSENTIAL SKILL STUDENT ESSENTIAL SKILL STUDENT EXPECTATION 6.W.3. Write narratives to develop real or imagined experiences or events using effective technique, reledescriptive details, and well-structured event sequences. EXPECTATION 6.W.3. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize event sequence that unfolds naturally and logically. EXPECTATION 6.W.3. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. EXPECTATION 6.W.3.d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.	EXPECTATION / ESSENTIAL	6.RI.7.	
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EXPECTATION Country	ESSENTIAL		Text Types and Purposes
CONTENT STANDARD / W. STRAND / DISCIPLINE STANDARD /	EXPECTATION / ESSENTIAL		Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
STANDARD / DISCIPLINE STANDARD / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL EXPECTATION 6.W.3. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize event sequence that unfolds naturally and logically. EXPECTATION 6.W.3.b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. EXPECTATION 6.W.3.d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.	EXPECTATION	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
STUDENT 6.W.3. Write narratives to develop real or imagined experiences or events using effective technique, release EXPECTATION 6.W.3. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize event sequence that unfolds naturally and logically. EXPECTATION 6.W.3.b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. EXPECTATION 6.W.3.d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.	STANDARD / STRAND /		Writing Standards
EXPECTATION 6.W.3.a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize a event sequence that unfolds naturally and logically. EXPECTATION 6.W.3.b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. EXPECTATION 6.W.3.d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.	ESSENTIAL		Text Types and Purposes
event sequence that unfolds naturally and logically. EXPECTATION 6.W.3.b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. EXPECTATION 6.W.3.d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences an events.	EXPECTATION / ESSENTIAL		Write narratives to develop real or imagined experiences or events using effective technique, relevan descriptive details, and well-structured event sequences.
EXPECTATION 6.W.3.d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences an events.	EXPECTATION	6.W.3.a.	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
events.	EXPECTATION	6.W.3.b.	
EXPECTATION 6 W 3 e Provide a conclusion that follows from the parrated experiences or events	EXPECTATION	6.W.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
2.4 20 1/11014 0.410.0. The vide a continuous flat and flat flat flat flat flat flat flat flat	EXPECTATION	6.W.3.e.	Provide a conclusion that follows from the narrated experiences or events.

DC.CC.6. Writing Standards W.

STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STUDENT EXPECTATION /	6.W.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

CONTENT STANDARD / STRAND / DISCIPLINE

STANDARD / ESSENTIAL SKILL

ESSENTIAL SKILL

DC.CC.6. Writing Standards W.

Research to Build and Present Knowledge	
Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or	

EXPECTATION / ESSENTIAL SKILL

STUDENT

paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

CONTENT STANDARD / STRAND / DISCIPLINE DC.CC.6. Writing Standards W.

6.W.8.

STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL	6.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CONTENT STANDARD / STRAND / DISCIPLINE

SKILL

DC.CC.6. Speaking and Listening Standards SL.

STANDARD / ESSENTIAL SKILL	Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	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.

EXPECTATION	6.SL.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	6.SL.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
EXPECTATION	6.SL.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	6.L.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
EXPECTATION	6.L.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	6.L.2.b.	Spell correctly.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Knowledge of Language
STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

 ${\sf EXPECTATION} \qquad {\sf 6.L.3.b.} \qquad {\sf Maintain\ consistency\ in\ style\ and\ tone.}$

CONTENT DO STANDARD / L. STRAND / DISCIPLINE

DC.CC.6. Language Standards

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	6.L.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	6.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD /		Vocabulary Acquisition and Use

STANDARD / ESSENTIAL SKILL

STUDENT EXPECTATION / ESSENTIAL SKILL

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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

CONTENT STANDARD / STRAND / DISCIPLINE DC.CC.6. Language Standards

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Washington DC Academic Standards Language Arts

Grade 6 - Adopted: 2010

CONTENT STANDARD / STRAND / DISCIPLINE DC.CC.6. Reading Standards for Literature RL.

STANDARD / ESSENTIAL SKILL	Key Ideas and Details
SKILL	

STUDENT EXPECTATION / ESSENTIAL SKILL 6.RL.1.

Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

STUDENT 6.RL.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of EXPECTATION / the text distinct from personal opinions or judgments. **ESSENTIAL** SKILL CONTENT DC.CC.6. Reading Standards for Literature STANDARD / RL. STRAND / **DISCIPLINE** STANDARD / Craft and Structure **ESSENTIAL SKILL** STUDENT 6.RL.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative EXPECTATION / meanings; analyze the impact of a specific word choice on meaning and tone. **ESSENTIAL SKILL** CONTENT DC.CC.6. Reading Standards for Literature STANDARD / STRAND / DISCIPLINE STANDARD / Range of Reading and Level of Text Complexity **ESSENTIAL SKILL** STUDENT 6.RL.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text EXPECTATION / complexity band proficiently, with scaffolding as needed at the high end of the range. **ESSENTIAL SKILL** CONTENT DC.CC.6. Reading Standards for Informational Text STANDARD / RI. STRAND / DISCIPLINE STANDARD / **Key Ideas and Details ESSENTIAL SKILL** STUDENT 6.RI.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. EXPECTATION / **ESSENTIAL** SKILL **STUDENT** 6.RI.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text EXPECTATION / distinct from personal opinions or judgments. **ESSENTIAL** SKILL STUDENT 6.RI.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through EXPECTATION / examples or anecdotes).

CONTENT STANDARD / STRAND / DISCIPLINE

ESSENTIAL SKILL

DC.CC.6. Reading Standards for Informational Text

RI.

STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	6.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
STUDENT EXPECTATION / ESSENTIAL SKILL	6.RI.5.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Integration of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	6.RI.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STUDENT EXPECTATION / ESSENTIAL SKILL	6.W.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION /	6.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

ESSENTIAL SKILL

CONTENT
STANDARD
STRAND /
DISCIPLINE

DC.CC.6. Language Standards L.

DISCIPLINE		
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	6.L.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
EXPECTATION	6.L.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	6.L.2.b.	Spell correctly.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.6. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	6.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	6.L.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	6.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

CONTENT DO STANDARD / L. STRAND / DISCIPLINE

DC.CC.6. Language Standards

STANDARD / ESSENTIAL	Vocabulary Acquisition and Use
SKILL	

STUDENT EXPECTATION / ESSENTIAL SKILL 6.L.6.

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