Main Criteria: Structure and Style for Students

Secondary Criteria: Hawaii Content and Performance Standards

Subject : Language Arts

Grade: 6

Structure and Style for Students

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

Hawaii Content and Performance Standards

Language Arts

Grade 6 - Adopted: 2010

CONTENT STANDARD / COURSE	HI.CC.RI. 6.	Reading Standards for Informational Text
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
CONTENT STANDARD / COURSE	HI.CC.RI. 6.	Reading Standards for Informational Text
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.6.5.	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 / COURSE	HI.CC.RI. 6.	Reading Standards for Informational Text
ST ANDARD / PERFORMANC E INDICATOR / DOMAIN		Integration of Knowledge and Ideas

INDICATOR / RI.6.7. GRADE LEVEL EXPECTATION / BENCHMARK 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 / COURSE	HI.CC.W.(6 Writing Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION / TOPIC	W.6.2(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 / TOPIC	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION / TOPIC	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CONTENT STANDARD / COURSE	HI.CC.W. 6.	Writing Standards
ST ANDARD / PERFORMANC E INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / COURSE	HI.CC.W. 6.	Writing Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION /	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

CONTENT STANDARD / COURSE	HI.CC.W. 6.	Writing Standards
ST ANDARD / PERFORMANC E INDICATOR / DOMAIN		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD / COURSE	HI.CC.SL. 6.	Speaking and Listening Standards
ST ANDARD / PERFORMANC E INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION / TOPIC	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION / TOPIC	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
EXPECTATION / TOPIC	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
CONTENT STANDARD / COURSE	HI.CC.SL. 6.	Speaking and Listening Standards
ST ANDARD / PERFORMANC E INDICATOR / DOMAIN		Presentation of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.6.4.	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.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.6.6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
CONTENT STANDARD / COURSE	HI.CC.L.6	. Language Standards
ST ANDARD / PERFORMANC E INDICATOR / DOMAIN		Conventions of Standard English

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / TOPIC	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
CONTENT STANDARD / COURSE	HI.CC.L.6	Language Standards
ST ANDARD / PERFORMANC E INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
EXPECTATION / TOPIC	L.6.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION / TOPIC	L.6.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / COURSE	HI.CC.L.6	Language Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		UNIT 2: WRITING FROM NOTES Week 2 Page 17-26
		Hawaii Content and Performance Standards
		Language Arts Grade 6 - Adopted: 2010
CONTENT STANDARD / COURSE	HI.CC.RI. 6.	Reading Standards for Informational Text
ST ANDARD / PERFORMANC E INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
CONTENT STANDARD / COURSE	HI.CC.RI. 6.	Reading Standards for Informational Text
ST ANDARD / PERFORMANC E INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.6.5.	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 / COURSE	HI.CC.RI. 6.	Reading Standards for Informational Text
ST ANDARD / PERFORMANC E INDICATOR / DOMAIN		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
CONTENT STANDARD / COURSE	HI.CC.W.6	SWriting Standards
ST ANDARD / PERFORMANC E INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION / TOPIC	W.6.2(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 /	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

EXPECTATION / W.6.2(d) Use precise language and domain-specific vocabulary to inform about or explain the topic. TOPIC

CONTENT STANDARD / COURSE	HI.CC.W. 6.	Writing Standards
ST ANDARD / PERFORMANC E INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
CONTENT STANDARD / COURSE	HI.CC.W. 6.	Writing Standards
ST ANDARD / PERFORMANC E INDICATOR / DOMAIN		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
CONTENT STANDARD /		6 Writing Standards
COURSE		
ST ANDARD / PERFORMANC E INDICATOR / DOMAIN		Research to Build and Present Knowledge
STANDARD / PERFORMANC E INDICATOR /	W.6.9.	-
ST ANDARD / PERFORMANC E INDICAT OR / DOMAIN INDICAT OR / GRADE LEVEL EXPECT AT ION	W.6.9.	Research to Build and Present Knowledge

ST ANDARD / PERFORMANC E INDICAT OR / DOMAIN

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK

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

CONTENT HI.CC.SL. Speaking and Listening Standards STANDARD / 6. COURSE

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

EXPECTATION /SL.6.1(c)Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic,TOPICtext, or issue under discussion.

CONTENT HI.CC.SL. Speaking and Listening Standards STANDARD / 6. COURSE

ST ANDARD / PERFORMANC E INDICAT OR / DOMAIN		Presentation of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.6.4.	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.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.6.6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

CONTENT HI.CC.L.6. Language Standards STANDARD / COURSE

ST ANDARD / PERFORMANC E INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION /	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
TOPIC		

EXPECTATION /L.6.1(e)Recognize variations from standard English in their own and others' writing and speaking, and identify and useTOPICstrategies to improve expression in conventional language.

CONTENT HI.CC.L.6. Language Standards STANDARD / COURSE

ST ANDARD / PERFORMANC E INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION / L.6.2(b) Spell correctly. TOPIC

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

COURSE

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
EXPECTATION / TOPIC	L.6.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION / TOPIC	L.6.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / COURSE	HI.CC.L.6	Language Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Hawaii Content and Performance Standards Language Arts

Grade 6 - Adopted: 2010

CONTENT STANDARD / COURSE	HI.CC.RI. 6.	Reading Standards for Informational Text
ST ANDARD / PERFORMANC E INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
CONTENT STANDARD / COURSE	HI.CC.RI. 6.	Reading Standards for Informational Text
ST ANDARD / PERFORMANC E INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.6.5.	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 / COURSE	HI.CC.RI. 6.	Reading Standards for Informational Text
ST ANDARD / PERFORMANC E INDICATOR / DOMAIN		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
CONTENT STANDARD / COURSE	HI.CC.W.(6 Writing Standards
ST ANDARD / PERFORMANC E INDICATOR / DOMAIN		Text Types and Purposes

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION / TOPIC	W.6.2(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 / TOPIC	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION / TOPIC	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CONTENT STANDARD / COURSE	HI.CC.W. 6.	Writing Standards
ST ANDARD / PERFORMANC E INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
CONTENT STANDARD / COURSE	HI.CC.W. 6.	Writing Standards
ST ANDARD / PERFORMANC E INDICATOR / DOMAIN		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
CONTENT STANDARD / COURSE	HI.CC.W.(6 Writing Standards
ST ANDARD / PERFORMANC E INDICATOR / DOMAIN		Research to Build and Present Knowledge

INDICATOR / GRADE LEVEL EXPECT ATION / BENCHMARK	W.6.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION / TOPIC	W.6.9(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 / COURSE	HI.CC.W. 6.	Writing Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD / COURSE	HI.CC.SL. 6.	Speaking and Listening Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION / TOPIC	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION / TOPIC	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
EXPECTATION / TOPIC	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
CONTENT STANDARD / COURSE	HI.CC.SL. 6.	Speaking and Listening Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Presentation of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.6.4.	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.
INDICATOR / GRADE LEVEL EXPECTATION /	SL.6.6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

BENCHMARK

ST ANDARD / PERFORMANC E INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / TOPIC	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
EXPECTATION / TOPIC	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

CONTENT HI.CC.L.6. Language Standards STANDARD / COURSE

ST ANDARD / PERFORMANC E INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION / L.6.2(b) Spell correctly. TOPIC

CONTENT HI.CC.L.6. Language Standards STANDARD / COURSE

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

STANDARD /	Vocabulary Acquisition and Use
PERFORMANC	
E INDICATOR /	
DOMAIN	

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

Hawaii Content and Performance Standards Language Arts

Grade 6 - Adopted: 2010

CONTENT STANDARD / COURSE	HI.CC.RL. 6.	Reading Standards for Literature
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.6.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.6.3.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
CONTENT STANDARD / COURSE	HI.CC.RL. 6.	Reading Standards for Literature
STANDARD /	6.	Reading Standards for Literature Craft and Structure
ST ANDARD / COURSE ST ANDARD / PERFORMANC E INDICATOR /	6.	-
ST ANDARD / COURSE ST ANDARD / PERFORMANC E INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION /	6.	Craft and Structure Determine the meaning of words and phrases as they are used in a text, including figurative and connotative

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

CONTENT HI.CC.W.6 Writing Standards STANDARD / . COURSE

ST ANDARD / PERFORMANC E INDICATOR / DOMAIN	Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

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

CONTENT HI.CC.W.6 Writing Standards STANDARD / . COURSE

STANDARD / **Text Types and Purposes** PERFORMANC E INDICATOR / DOMAIN INDICATOR / W.6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant GRADE LEVEL descriptive details, and well-structured event sequences. **EXPECTATION** / BENCHMARK Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an EXPECTATION / W.6.3(a) event sequence that unfolds naturally and logically. TOPIC Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or EXPECTATION / W.6.3(b) TOPIC characters. EXPECTATION / W.6.3(d) Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and TOPIC events. EXPECTATION / W.6.3(e) Provide a conclusion that follows from the narrated experiences or events. TOPIC CONTENT HI.CC.W. Writing Standards STANDARD / 6. COURSE STANDARD / **Production and Distribution of Writing** PERFORMANC E INDICATOR / DOMAIN

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
CONTENT STANDARD / COURSE	HI.CC.W. 6.	Writing Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
CONTENT STANDARD / COURSE	HI.CC.W. 6.	Writing Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD / COURSE	HI.CC.SL 6.	. Speaking and Listening Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION / TOPIC	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION /	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

TOPIC

EXPECTATION /	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic,
TOPIC		text, or issue under discussion.

CONTENT STANDARD / COURSE	HI.CC.SL. 6.	Speaking and Listening Standards
ST ANDARD / PERFORMANC E INDICATOR / DOMAIN		Presentation of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.6.4.	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.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.6.6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
CONTENT STANDARD / COURSE	HI.CC.L.6	Language Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or
EXPECTATION / BENCHMARK		speaking.
EXPECTATION	L.6.1(d)	speaking. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
EXPECTATION / BENCHMARK	L.6.1(d)	
EXPECTATION / BENCHMARK	L.6.1(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
EXPECTATION / BENCHMARK EXPECTATION / TOPIC EXPECTATION / TOPIC CONTENT STANDARD /	L.6.1(d) L.6.1(e) HI.CC.L.6	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 / BENCHMARK EXPECTATION / TOPIC EXPECTATION / TOPIC CONTENT STANDARD / PERFORMANC E INDICATOR /	L.6.1(d) L.6.1(e) HI.CC.L.6	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.

CONTENT HI.CC.L.6. Language Standards STANDARD / COURSE

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
EXPECTATION / TOPIC	L.6.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION / TOPIC	L.6.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / COURSE	HI.CC.L.6	Language Standards
ST ANDARD / PERFORMANC E INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		UNIT 3: RETELLING NARRATIVE STORIES Week 5 Page 45-52
		Hawaii Content and Performance Standards
		Language Arts
		Grade 6 - Adopted: 2010
CONTENT STANDARD / COURSE	HI.CC.RL. 6.	Reading Standards for Literature
ST ANDARD / PERFORMANC E INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION /	RL.6.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

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

 EXPECTATION /
 BENCHMARK
- CONTENT HI.CC.RL. Reading Standards for Literature STANDARD / 6. COURSE

BENCHMARK

ST ANDARD / PERFORMANC E INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.6.5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.6.6.	Explain how an author develops the point of view of the narrator or speaker in a text.
CONTENT STANDARD / COURSE	HI.CC.RL. 6.	Reading Standards for Literature
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.6.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / COURSE	HI.CC.W.6	Writing Standards
ST ANDARD / PERFORMANC E INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION / TOPIC	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
CONTENT STANDARD / COURSE	HI.CC.W.6	Writing Standards
ST ANDARD / PERFORMANC E INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.6.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

EXPECTATION / TOPIC	W.6.3(a)	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
EXPECTATION / TOPIC	W.6.3(b)	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
EXPECTATION / TOPIC	W.6.3(d)	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
EXPECTATION / TOPIC	W.6.3(e)	Provide a conclusion that follows from the narrated experiences or events.
CONTENT STANDARD / COURSE	HI.CC.W. 6.	Writing Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
CONTENT STANDARD / COURSE	HI.CC.W. 6.	Writing Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
CONTENT STANDARD / COURSE	HI.CC.W. 6.	Writing Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Range of Writing

INDICATOR / W.6.10. GRADE LEVEL EXPECTATION / BENCHMARK

TOPIC

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 HI.CC.SL. Speaking and Listening Standards STANDARD / 6. COURSE

ST ANDARD / PERFORMANC E INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION / TOPIC	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION / TOPIC	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
EXPECTATION / TOPIC	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
CONTENT STANDARD / COURSE	HI.CC.SL. 6.	Speaking and Listening Standards
ST ANDARD / PERFORMANC E INDICAT OR / DOMAIN		Presentation of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.6.4.	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.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.6.6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
CONTENT STANDARD / COURSE	HI.CC.L.6	Language Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION /	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

EXPECTATION /	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use
TOPIC		strategies to improve expression in conventional language.

CONTENT HI.CC.L.6. Language Standards STANDARD / COURSE

ST ANDARD / PERFORMANC E INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION / L.6.2(b) Spell correctly. TOPIC

CONTENT HI.CC.L.6. Language Standards STANDARD / COURSE

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

CONTENT HI.CC.L.6 Language Standards STANDARD / . COURSE

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

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Hawaii Content and Performance Standards

Language Arts

Grade 6 - Adopted: 2010

CONTENT
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HI.CC.RL. Reading Standards for Literature 0 / 6.

ST ANDARD / PERFORMANC E INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.6.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.6.3.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
CONTENT STANDARD / COURSE	HI.CC.RL. 6.	Reading Standards for Literature
ST ANDARD / PERFORMANC E INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.6.5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.6.6.	Explain how an author develops the point of view of the narrator or speaker in a text.
CONTENT STANDARD / COURSE	HI.CC.RL. 6.	Reading Standards for Literature
ST ANDARD / PERFORMANC E INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.6.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / COURSE	HI.CC.W.6	SWriting Standards

ST ANDARD / PERFORMANC E INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

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

CONTENT STANDARD /	HI.CC.W.6 Writing	Standards
COURSE		

ST ANDARD / PERFORMANC E INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.6.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
EXPECTATION / TOPIC	W.6.3(a)	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
EXPECTATION / TOPIC	W.6.3(b)	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
EXPECTATION / TOPIC	W.6.3(d)	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
EXPECTATION / TOPIC	W.6.3(e)	Provide a conclusion that follows from the narrated experiences or events.
CONTENT STANDARD / COURSE	HI.CC.W. 6.	Writing Standards
ST ANDARD / PERFORMANC E INDICAT OR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task,
EXPECTATION / BENCHMARK		purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
	W.6.5.	purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CONTENT	HI.CC.W.	Writing	Standards
STANDARD /	6.		
COURSE			

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

CONTENT HI.CC.W. Writing Standards STANDARD / 6. COURSE

BENCHMARK

COURSE		
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD / COURSE	HI.CC.SL. 6.	. Speaking and Listening Standards
ST ANDARD / PERFORMANC E INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION / TOPIC	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION / TOPIC	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
EXPECTATION / TOPIC	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
CONTENT STANDARD / COURSE	HI.CC.SL. 6.	Speaking and Listening Standards
ST ANDARD / PERFORMANC E INDICATOR / DOMAIN		Presentation of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION /	SL.6.4.	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.

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.6.6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
CONTENT STANDARD / COURSE	HI.CC.L.	6. Language Standards

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

CONTENT HI.CC.L.6 Language Standards STANDARD / . COURSE

ST ANDARD / PERFORMANC E INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		UNIT 4: SUMMARIZING A REFERENCE Week 7 Page 61-74
		Hawaii Content and Performance Standards
		Language Arts
		Grade 6 - Adopted: 2010
CONTENT STANDARD / COURSE	HI.CC.RI. 6.	Reading Standards for Informational Text
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
CONTENT STANDARD / COURSE	HI.CC.RI. 6.	Reading Standards for Informational Text
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.6.5.	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 / COURSE	HI.CC.RI. 6.	Reading Standards for Informational Text

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
CONTENT STANDARD / COURSE	HI.CC.W.	6 Writing Standards
ST ANDARD / PERFORMANC E INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION / TOPIC	W.6.2(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 / TOPIC	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION / TOPIC	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CONTENT STANDARD / COURSE	HI.CC.W. 6.	Writing Standards
ST ANDARD / PERFORMANC E INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
CONTENT STANDARD / COURSE	HI.CC.W. 6.	Writing Standards

ST ANDARD / PERFORMANC E INDICATOR / DOMAIN		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
CONTENT STANDARD / COURSE	HI.CC.W. 6.	Writing Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD / COURSE	HI.CC.SL. 6.	Speaking and Listening Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION / TOPIC	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION / TOPIC	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
EXPECTATION / TOPIC	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
CONTENT STANDARD / COURSE	HI.CC.L.6	.Language Standards
		Conventions of Standard English
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Conventions of Standard English

EXPECTATION /	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
TOPIC		

EXPECTATION /L.6.1(e)Recognize variations from standard English in their own and others' writing and speaking, and identify and useTOPICstrategies to improve expression in conventional language.

CONTENT HI.CC.L.6. Language Standards STANDARD / COURSE

ST ANDARD / PERFORMANC E INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION / L.6.2(b) Spell correctly. TOPIC

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

COURSE

ST ANDARD / PERFORMANC E INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
EXPECTATION / TOPIC	L.6.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION / TOPIC	L.6.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / COURSE	HI.CC.L.6	Language Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

Hawaii Content and Performance Standards

Language Arts

Grade 6 - Adopted: 2010

CONTENT STANDARD / COURSE	HI.CC.RI. 6.	Reading Standards for Informational Text
ST ANDARD / PERFORMANC E INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
CONTENT STANDARD / COURSE	HI.CC.RI. 6.	Reading Standards for Informational Text
ST ANDARD / PERFORMANC E INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.6.5.	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 / COURSE	HI.CC.RI. 6.	Reading Standards for Informational Text
ST ANDARD / PERFORMANC E INDICATOR / DOMAIN		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
CONTENT STANDARD / COURSE	HI.CC.W.(6 Writing Standards
ST ANDARD / PERFORMANC E INDICATOR / DOMAIN		Text Types and Purposes

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION / TOPIC	W.6.2(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 / TOPIC	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION / TOPIC	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CONTENT STANDARD / COURSE	HI.CC.W. 6.	Writing Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
CONTENT STANDARD / COURSE	HI.CC.W. 6.	Writing Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
CONTENT STANDARD / COURSE	HI.CC.W. 6.	Writing Standards

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

CONTENT HI.CC.SL. Speaking and Listening Standards STANDARD / 6. COURSE

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION / TOPIC	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION / TOPIC	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
EXPECTATION /	SL 6 1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic

EXPECTATION /SL.6.1(c)Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic,
text, or issue under discussion.

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

COURSE

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / TOPIC	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
EXPECTATION / TOPIC	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
CONTENT STANDARD / COURSE	HI.CC.L.6	Language Standards
ST ANDARD / PERFORMANC E INDICATOR /		Conventions of Standard English

DOMAIN	
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION / L.6.2(b) Spell correctly. TOPIC

CONTENT HI.CC.L.6. Language Standards STANDARD / COURSE

ST ANDARD / PERFORMANC E INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
EXPECTATION / TOPIC	L.6.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION / TOPIC	L.6.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / COURSE	HI.CC.L.6	Language Standards
ST ANDARD / PERFORMANC E INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		UNIT 4: SUMMARIZING A REFERENCE Week 9 Page 81-88
		Hawaii Content and Performance Standards
		Language Arts
		Grade 6 - Adopted: 2010
CONTENT STANDARD / COURSE	HI.CC.RI. 6.	Reading Standards for Informational Text
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION /	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

EXPECTATION / BENCHMARK

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
CONTENT STANDARD / COURSE	HI.CC.RI. 6.	Reading Standards for Informational Text
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.6.5.	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 / COURSE	HI.CC.RI. 6.	Reading Standards for Informational Text
ST ANDARD / PERFORMANC E INDICATOR / DOMAIN		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
CONTENT STANDARD / COURSE	HI.CC.W.(6 Writing Standards
ST ANDARD / PERFORMANC E INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION / TOPIC	W.6.2(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 / TOPIC	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION / TOPIC	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.

CONTENT STANDARD / COURSE	HI.CC.W. 6.	Writing Standards
ST ANDARD / PERFORMANC E INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
CONTENT STANDARD / COURSE	HI.CC.W. 6.	Writing Standards
ST ANDARD / PERFORMANC E INDICATOR / DOMAIN		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
CONTENT STANDARD / COURSE	HI.CC.W. 6.	Writing Standards
ST ANDARD / PERFORMANC E INDICATOR / DOMAIN		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD / COURSE	HI.CC.SL 6.	. Speaking and Listening Standards

COURSE

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION / TOPIC	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION / TOPIC	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
EXPECTATION / TOPIC	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
CONTENT STANDARD / COURSE	HI.CC.L.6.	Language Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION / TOPIC	L.6.1(c)	Recognize and correct inappropriate shifts in pronoun number and person.
EXPECTATION / TOPIC	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
EXPECTATION /	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use

strategies to improve expression in conventional language.

CONTENT	HI.CC.L.6. Language Standards
STANDARD /	
COURSE	

TOPIC

ST ANDARD / PERFORMANC E INDICATOR / DOMAIN	Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION / L.6.2(b) Spell correctly. TOPIC

CONTENT HI.CC.L.6. Language Standards STANDARD / COURSE

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
EXPECTATION / TOPIC	L.6.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION / TOPIC	L.6.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / COURSE	HI.CC.L.6	Language Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		UNIT 5: WRITING FROM PICTURES Week 10 Page 89-98
		Hawaii Content and Performance Standards Language Arts Grade 6 - Adopted: 2010
CONTENT STANDARD / COURSE	HI.CC.RI. 6.	Reading Standards for Informational Text
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATOR /	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments

GRADE LEVEL EXPECTATION / BENCHMARK		distinct from personal opinions or judgments.
INDICATOR / GRADE LEVEL EXPECTATION /	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

CONTENTHI.CC.RI. Reading Standards for Informational TextSTANDARD /6.COURSE6.

BENCHMARK

ST ANDARD / PERFORMANC E INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
CONTENT STANDARD / COURSE	HI.CC.RI. 6.	Reading Standards for Informational Text
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
CONTENT STANDARD / COURSE	HI.CC.W.6	6 Writing Standards
ST ANDARD / PERFORMANC E INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION / TOPIC	W.6.2(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 / TOPIC	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION / TOPIC	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CONTENT STANDARD / COURSE	HI.CC.W. 6.	Writing Standards
ST ANDARD / PERFORMANC E INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
CONTENT STANDARD / COURSE	HI.CC.W. 6.	Writing Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
CONTENT STANDARD / COURSE	HI.CC.W. 6.	Writing Standards
ST ANDARD / PERFORMANC E INDICATOR / DOMAIN		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD / COURSE	HI.CC.L.6	. Language Standards
ST ANDARD / PERFORMANC E INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK		Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / TOPIC	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
EXPECTATION / TOPIC	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
CONTENT ST ANDARD / COURSE	HI.CC.L.6	. Language Standards

STANDARD / PERFORMANC E INDICATOR / DOMAIN	Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION / L.6.2(b) Spell correctly. TOPIC

CONTENT HI.CC.L.6. Language Standards

ST ANDARD / COURSE

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
EXPECTATION / TOPIC	L.6.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION / TOPIC	L.6.4(c)	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
EXPECTATION / TOPIC	L.6.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

CONTENT HI.CC.L.6 Language Standards STANDARD / . COURSE

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

UNIT 5: WRITING FROM PICTURES Week 11 Page 99-106

Hawaii Content and Performance Standards

Language Arts

Grade 6 - Adopted: 2010

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

STANDARD /	
PERFORMANC	
E INDICATOR /	
DOMAIN	

Key Ideas and Details

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
CONTENT STANDARD / COURSE	HI.CC.RI. 6.	Reading Standards for Informational Text
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
CONTENT STANDARD / COURSE	HI.CC.RI. 6.	Reading Standards for Informational Text
ST ANDARD / PERFORMANC E INDICATOR / DOMAIN		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
CONTENT STANDARD / COURSE	HI.CC.W.	6 Writing Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION / TOPIC	W.6.2(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 / TOPIC	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

EXPECTATION / W.6.2(d) Use precise language and domain-specific vocabulary to inform about or explain the topic. TOPIC

CONTENT STANDARD / COURSE	HI.CC.W. 6.	Writing Standards
ST ANDARD / PERFORMANC E INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
CONTENT STANDARD / COURSE	HI.CC.W. 6.	Writing Standards
ST ANDARD / PERFORMANC E INDICATOR / DOMAIN		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
CONTENT STANDARD / COURSE	HI.CC.W. 6.	Writing Standards
ST ANDARD / PERFORMANC E INDICATOR / DOMAIN		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD / COURSE	HI.CC.L.6	5. Language Standards
ST ANDARD / PERFORMANC E INDICATOR / DOMAIN		Conventions of Standard English

INDICATOR / GRADE LEVEL	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / BENCHMARK		
EXPECTATION / TOPIC	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
EXPECTATION / TOPIC	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
CONTENT STANDARD / COURSE	HI.CC.L.6.	Language Standards
ST ANDARD / PERFORMANC E INDICAT OR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION / TOPIC	L.6.2(b)	Spell correctly.
CONTENT STANDARD / COURSE	HI.CC.L.6.	Language Standards
ST ANDARD / PERFORMANC E INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
EXPECTATION / TOPIC	L.6.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION / TOPIC	L.6.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / COURSE	HI.CC.L.6	Language Standards
ST ANDARD / PERFORMANC E INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

UNIT 5: WRITING FROM PICTURES Week 12 Page 107-114

		Grade 6 - Adopted: 2010		
CONTENT STANDARD / COURSE	HI.CC.RL. 6.	HI.CC.RL. Reading Standards for Literature 5.		
ST ANDARD / PERFORMANC E INDICATOR / DOMAIN		Key Ideas and Details		
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.		
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.6.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.		
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.6.3.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.		
CONTENT STANDARD / COURSE	HI.CC.RL. 6.	Reading Standards for Literature		
ST ANDARD / PERFORMANC E INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity		
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.6.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.		
CONTENT STANDARD / COURSE	HI.CC.W.6	SWriting Standards		
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Text Types and Purposes		
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK		Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.		
EXPECTATION / TOPIC	W.6.2(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 / COURSE	HI.CC.W.6	Writing Standards
STANDARD /		Text Types and Purpo

PERFORMANC E INDICATOR / DOMAIN

oses

INDICATOR / GRADE LEVEL EXPECT ATION / BENCHMARK	W.6.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
EXPECTATION / TOPIC	W.6.3(a)	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
EXPECTATION / TOPIC	W.6.3(b)	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
EXPECTATION / TOPIC	W.6.3(d)	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
CONTENT STANDARD / COURSE	HI.CC.W. 6.	Writing Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
CONTENT STANDARD / COURSE	HI.CC.W. 6.	Writing Standards
ST ANDARD / PERFORMANC E INDICATOR / DOMAIN		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD / COURSE	HI.CC.L.6	. Language Standards
ST ANDARD / PERFORMANC E INDICATOR / DOMAIN		Conventions of Standard English

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / TOPIC	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
EXPECTATION / TOPIC	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
CONTENT STANDARD / COURSE	HI.CC.L.6.	Language Standards
ST ANDARD / PERFORMANC E INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION / TOPIC	L.6.2(b)	Spell correctly.
CONTENT STANDARD / COURSE	HI.CC.L.6.	Language Standards
ST ANDARD / PERFORMANC E INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
EXPECTATION / TOPIC	L.6.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION / TOPIC	L.6.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / COURSE	HI.CC.L.6	Language Standards
ST ANDARD / PERFORMANC E INDICAT OR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
CONTENT STANDARD / COURSE	HI.CC.RI. 6.	Reading Standards for Informational Text
ST ANDARD / PERFORMANC E INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.6.5.	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 / COURSE	HI.CC.RI. 6.	Reading Standards for Informational Text
ST ANDARD / PERFORMANC E INDICATOR / DOMAIN		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.6.9.	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

ST ANDARD / PERFORMANC E INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION / TOPIC	W.6.2(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 / TOPIC	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION / TOPIC	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CONTENT STANDARD / COURSE	HI.CC.W. 6.	Writing Standards
ST ANDARD / PERFORMANC E INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
CONTENT STANDARD / COURSE	HI.CC.W. 6.	Writing Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

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

CONTENT	HI.CC.W.6 Writing Standards
STANDARD /	•
COURSE	

ST ANDARD / PERFORMANC E INDICATOR / DOMAIN		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.6.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

TOPIC

COURSE

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

HI.CC.W. Writing Standards CONTENT STANDARD / 6. COURSE

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

CONTENT	HI.CC.SL. Speaking and Listening Standards
STANDARD /	6.
COURSE	

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

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

Hawaii Content and Performance Standards Language Arts

Grade 6 - Adopted: 2010

CONTENT STANDARD / COURSE	HI.CC.RI. 6.	Reading Standards for Informational Text
ST ANDARD / PERFORMANC E INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
CONTENT STANDARD / COURSE	HI.CC.RI. 6.	Reading Standards for Informational Text
ST ANDARD / PERFORMANC E INDICAT OR /		Craft and Structure
DOMAIN		
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
INDICATOR / GRADE LEVEL EXPECTATION /	RI.6.4. RI.6.5.	
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK INDICATOR / GRADE LEVEL EXPECTATION /	RI.6.4. RI.6.5.	technical meanings Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK CONTENT STANDARD /	RI.6.4. RI.6.5. HI.CC.RI. 6.	technical meanings 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.

INDICATOR /RI.6.9.Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a
biography on the same person).EXPECTATION /BENCHMARK

CONTENT STANDARD / COURSE	HI.CC.W.6 Writing Standards	
ST ANDARD / PERFORMANC E INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION / TOPIC	W.6.2(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 / TOPIC	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION / TOPIC	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CONTENT STANDARD / COURSE	HI.CC.W. 6.	Writing Standards
ST ANDARD / PERFORMANC E INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
CONTENT STANDARD / COURSE	HI.CC.W. 6.	Writing Standards
ST ANDARD / PERFORMANC E INDICATOR / DOMAIN		Research to Build and Present Knowledge

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
CONTENT STANDARD / COURSE	HI.CC.W.6	SWriting Standards
ST ANDARD / PERFORMANC E INDICATOR / DOMAIN		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.6.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION / TOPIC	W.6.9(a)	Apply grade 6 reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").
CONTENT STANDARD / COURSE	HI.CC.W. 6.	Writing Standards
ST ANDARD / PERFORMANC E INDICAT OR / DOMAIN		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD / COURSE	HI.CC.SL. 6.	Speaking and Listening Standards
ST ANDARD / PERFORMANC E INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION / TOPIC	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION / TOPIC	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
EXPECTATION / TOPIC	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

ST ANDARD / PERFORMANC E INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / TOPIC	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
EXPECTATION / TOPIC	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
CONTENT STANDARD / COURSE	HI.CC.L.6.	Language Standards

ST ANDARD / PERFORMANC E INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION / L.6.2(b) Spell correctly. TOPIC

DOMAIN

CONTENT HI.CC.L.6. Language Standards STANDARD / COURSE

ST ANDARD / PERFORMANC E INDICAT OR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
EXPECTATION / TOPIC	L.6.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION / TOPIC	L.6.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / COURSE	HI.CC.L.6	Language Standards
STANDARD / PERFORMANC E INDICATOR /		Vocabulary Acquisition and Use

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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Hawaii Content and Performance Standards

Language Arts

		Grade 6 - Adopted: 2010
CONTENT STANDARD / COURSE	HI.CC.RI. 6.	Reading Standards for Informational Text
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
CONTENT STANDARD / COURSE	HI.CC.RI. 6.	Reading Standards for Informational Text
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Craft and Structure

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.6.5.	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.

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

STANDARD	I	Integration of Knowledge and Ideas
PERFORMAN	IC	
E INDICATO	R /	
DOMAIN		

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.6.9.	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
CONTENT STANDARD / COURSE	HI.CC.W.(6 Writing Standards
ST ANDARD / PERFORMANC E INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION / TOPIC	W.6.2(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 / TOPIC	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION / TOPIC	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CONTENT STANDARD / COURSE	HI.CC.W. 6.	Writing Standards
ST ANDARD / PERFORMANC E INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
CONTENT STANDARD / COURSE	HI.CC.W. 6.	Writing Standards

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
CONTENT STANDARD / COURSE	HI.CC.W.6	SWriting Standards
ST ANDARD / PERFORMANC E INDICATOR / DOMAIN		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.6.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION / TOPIC	W.6.9(a)	Apply grade 6 reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").
CONTENT STANDARD / COURSE	HI.CC.W. 6.	Writing Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD / COURSE	HI.CC.SL. 6.	Speaking and Listening Standards
ST ANDARD / PERFORMANC E INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION / TOPIC	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION / TOPIC	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

EXPECTATION /SL.6.1(c)Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic,TOPICtext, or issue under discussion.

CONTENT HI.CC.L.6. Language Standards STANDARD / COURSE

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

CONTENT HI.CC.L.6 Language Standards STANDARD / . COURSE

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 16 Page 153-158
		Hawaii Content and Performance Standards Language Arts Grade 6 - Adopted: 2010
CONTENT STANDARD / COURSE	HI.CC.RI. 6.	Reading Standards for Informational Text
ST ANDARD / PERFORMANC E INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
CONTENT STANDARD / COURSE	HI.CC.RI. 6.	Reading Standards for Informational Text
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.6.5.	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 / COURSE	HI.CC.RI. 6.	Reading Standards for Informational Text

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.6.9.	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
CONTENT STANDARD / COURSE	HI.CC.W.	6 Writing Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION / TOPIC	W.6.2(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 / TOPIC	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION / TOPIC	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CONTENT STANDARD / COURSE	HI.CC.W. 6.	Writing Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

CONTENT HI.CC.W. Writing Standards STANDARD / 6. COURSE

ST ANDARD / PERFORMANC E INDICATOR / DOMAIN		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
CONTENT STANDARD / COURSE	HI.CC.W.6	6 Writing Standards
ST ANDARD / PERFORMANC E INDICATOR / DOMAIN		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.6.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION / TOPIC	W.6.9(a)	Apply grade 6 reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").
CONTENT STANDARD / COURSE	HI.CC.W. 6.	Writing Standards
STANDARD /		Range of Writing

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

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CONTENT HI.CC.SL. Speaking and Listening Standards
STANDARD / 6.
COURSE
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BENCHMARK

TOPIC

ST ANDARD / PERFORMANC E INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION /	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by

referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

EXPECTATION / SL.6.1(b) Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. TOPIC

EXPECTATION /SL.6.1(c)Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic,TOPICtext, or issue under discussion.

CONTENT	HI.CC.L.6. Language Standards
STANDARD /	
COURSE	

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

CONTENT STANDARD / COURSE	HI.CC.L.6 Language Standards		
ST ANDARD / PERFORMANC E INDICATOR / DOMAIN			
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	
		UNIT 7: INVENTIVE WRITING Week 17 Page 159-164	
		Hawaii Content and Performance Standards Language Arts Grade 6 - Adopted: 2010	
CONTENT STANDARD / COURSE	HI.CC.W.6 Writing Standards		
ST ANDARD / PERFORMANC E INDICATOR / DOMAIN		Text Types and Purposes	
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	
EXPECTATION / TOPIC	W.6.2(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 / TOPIC	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	
EXPECTATION / TOPIC	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.	
EXPECTATION / TOPIC	W.6.2(f)	Provide a concluding statement or section that follows from the information or explanation presented.	

CONTENT	HI.CC.W.	Writing	Standards
STANDARD /	6.		
COURSE			

ST ANDARD / PERFORMANC E INDICAT OR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
CONTENT STANDARD / COURSE	HI.CC.W. 6.	Writing Standards
ST ANDARD / PERFORMANC E INDICATOR / DOMAIN		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD / COURSE	HI.CC.SL. 6.	Speaking and Listening Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION / TOPIC	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION / TOPIC	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
EXPECTATION / TOPIC	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
CONTENT STANDARD / COURSE	HI.CC.L.6.	Language Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECT ATION / BENCHMARK	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION / L.6.1(d) Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). TOPIC

EXPECTATION /	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use
TOPIC		strategies to improve expression in conventional language.

CONTENT HI.CC.L.6. Language Standards STANDARD / COURSE

ST ANDARD / PERFORMANC E INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION / L.6.2(b) Spell correctly. TOPIC

CONTENT	HI.CC.L.6 Language Standards
STANDARD /	
COURSE	

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

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Hawaii Content and Performance Standards

Language Arts

Grade 6 - Adopted: 2010

CONTENT	HI.CC.W.6 Writing Standards
STANDARD /	
COURSE	

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION / TOPIC	W.6.2(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 / TOPIC	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION / TOPIC	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.

EXPECTATION / W.6.2(f) Provide a concluding statement or section that follows from the information or explanation presented. TOPIC

CONTENT HI.CC.W.6 Writing Standards STANDARD / . COURSE

ST ANDARD / PERFORMANC E INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.6.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
EXPECTATION / TOPIC	W.6.3(a)	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
EXPECTATION / TOPIC	W.6.3(b)	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
EXPECTATION / TOPIC	W.6.3(d)	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
EXPECTATION / TOPIC	W.6.3(e)	Provide a conclusion that follows from the narrated experiences or events.
CONTENT STANDARD / COURSE	HI.CC.W. 6.	Writing Standards
ST ANDARD / PERFORMANC E INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
GRADE LEVEL EXPECTATION /		
GRADE LEVEL EXPECTATION / BENCHMARK CONTENT STANDARD /	HI.CC.W. 6.	others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

INDICATOR / W.6.10. GRADE LEVEL EXPECTATION / BENCHMARK

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	HI.CC.L.6. Language Standards
STANDARD /	
COURSE	

ST ANDARD / PERFORMANC E INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / TOPIC	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
EXPECTATION / TOPIC	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
CONTENT STANDARD / COURSE	HI.CC.L.6.	Language Standards
ST ANDARD / PERFORMANC E INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION / TOPIC	L.6.2(b)	Spell correctly.
CONTENT STANDARD / COURSE	HI.CC.L.6	Language Standards
ST ANDARD / PERFORMANC E INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK		Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		UNIT 7: INVENTIVE WRITING Week 19 Page 173-178

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Language Arts

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ST ANDARD / PERFORMANC E INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION / TOPIC	W.6.2(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 / TOPIC	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION / TOPIC	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION / TOPIC	W.6.2(f)	Provide a concluding statement or section that follows from the information or explanation presented.
CONTENT STANDARD / COURSE	HI.CC.W. 6.	Writing Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
CONTENT STANDARD / COURSE	HI.CC.W. 6.	Writing Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STANDARD / **Conventions of Standard English** PERFORMANC E INDICATOR / DOMAIN INDICATOR / L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or **GRADE LEVEL** speaking. **EXPECTATION** / BENCHMARK EXPECTATION / L.6.1(d) Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). TOPIC EXPECTATION / L.6.1(e) Recognize variations from standard English in their own and others' writing and speaking, and identify and use TOPIC strategies to improve expression in conventional language. CONTENT HI.CC.L.6. Language Standards STANDARD / COURSE STANDARD / **Conventions of Standard English** PERFORMANC E INDICATOR / DOMAIN INDICATOR / L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and **GRADE LEVEL** spelling when writing. **EXPECTATION** / BENCHMARK EXPECTATION / L.6.2(b) Spell correctly. TOPIC

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

COURSE

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

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

ST ANDARD / PERFORMANC E INDICATOR / DOMAIN Key Ideas and Details

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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
CONTENT STANDARD / COURSE	HI.CC.RI. 6.	Reading Standards for Informational Text
ST ANDARD / PERFORMANC E INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.6.5.	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 / COURSE	HI.CC.RI. 6.	Reading Standards for Informational Text
ST ANDARD / PERFORMANC E INDICATOR / DOMAIN		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.6.9.	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
CONTENT STANDARD / COURSE	HI.CC.W.(6 Writing Standards
ST ANDARD / PERFORMANC E INDICATOR / DOMAIN		Text Types and Purposes

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION / TOPIC	W.6.2(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 / TOPIC	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION / TOPIC	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION / TOPIC	W.6.2(e)	Establish and maintain a formal style.
EXPECTATION / TOPIC	W.6.2(f)	Provide a concluding statement or section that follows from the information or explanation presented.
CONTENT STANDARD / COURSE	HI.CC.W. 6.	Writing Standards
ST ANDARD / PERFORMANC E INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
CONTENT STANDARD / COURSE	HI.CC.W. 6.	Writing Standards
ST ANDARD / PERFORMANC E INDICATOR / DOMAIN		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

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

CONTENT	HI.CC.W.6 Writing Standards
STANDARD /	
COURSE	

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.6.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

TOPIC

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

HI.CC.W. Writing Standards CONTENT STANDARD / 6. COURSE

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

CONTENT HI.CC.L.6. Language Standards STANDARD / COURSE

ST ANDARD / PERFORMANC E INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / TOPIC	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
EXPECTATION / TOPIC	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
CONTENT STANDARD / COURSE	HI.CC.L.6. Language Standards	
ST ANDARD / PERFORMANC E INDICATOR / DOMAIN		Conventions of Standard English

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	GRADE LEVEL spelling when writing.			
EXPECTATION / TOPIC				
CONTENT HI.CC.L.6. Language Standards STANDARD / COURSE		. Language Standards		
ST ANDARD / PERFORMANC E INDICAT OR / DOMAIN		Vocabulary Acquisition and Use		
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.		
EXPECTATION / TOPIC				
EXPECTATION /L.6.4(d)Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaninTOPICcontext or in a dictionary).		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 HI.CC.L.6 Language Standards STANDARD / . COURSE		Language Standards		
ST ANDARD / PERFORMANC E INDICAT OR / DOMAIN		Vocabulary Acquisition and Use		
		Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.		
		UNIT 8: FORMAL ESSAY MODELS Week 21 Page 193-202		
		Hawaii Content and Performance Standards Language Arts Grade 6 - Adopted: 2010		
CONTENT STANDARD / COURSE	HI.CC.RI. 6.	Reading Standards for Informational Text		
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Key Ideas and Details		
INDICATOR / GRADE LEVEL EXPECTATION /	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.		

BENCHMARK

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.		
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).		
CONTENT STANDARD / COURSE	HI.CC.RI. 6.	Reading Standards for Informational Text		
ST ANDARD / PERFORMANC E INDICATOR / DOMAIN		Craft and Structure		
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings		
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.6.5.	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 / COURSE	HI.CC.RI. 6.	Reading Standards for Informational Text		
ST ANDARD / PERFORMANC E INDICATOR / DOMAIN		Integration of Knowledge and Ideas		
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.		
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.6.9.	.9. Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).		
CONTENT STANDARD / COURSE	HI.CC.W.6	Writing Standards		
ST ANDARD / PERFORMANC E INDICATOR / DOMAIN		Text Types and Purposes		
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.		

EXPECTATION / TOPIC	W.6.2(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 / TOPIC	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	
EXPECTATION / TOPIC	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.	
EXPECTATION / TOPIC	W.6.2(e)	Establish and maintain a formal style.	
EXPECTATION / TOPIC	W.6.2(f)	Provide a concluding statement or section that follows from the information or explanation presented.	
CONTENT STANDARD / COURSE	HI.CC.W. 6.	Writing Standards	
ST ANDARD / PERFORMANC E INDICATOR / DOMAIN		Production and Distribution of Writing	
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.	
CONTENT STANDARD / COURSE	HI.CC.W. 6.	Writing Standards	
ST ANDARD / PERFORMANC E INDICATOR / DOMAIN		Research to Build and Present Knowledge	
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	

ST ANDARD / PERFORMANC E INDICAT OR / DOMAIN		Research to Build and Present Knowledge		
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK		Draw evidence from literary or informational texts to support analysis, reflection, and research.		
EXPECTATION / TOPIC	W.6.9(a)	Apply grade 6 reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics"		
CONTENT STANDARD / COURSE	HI.CC.W. 6.	Writing Standards		
ST ANDARD / PERFORMANC E INDICATOR / DOMAIN		Range of Writing		
INDICATOR / W.6.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorte GRADE LEVEL single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. EXPECTATION / BENCHMARK		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 / COURSE	HI.CC.SL. 6.	Speaking and Listening Standards		
ST ANDARD / Comprehension and Collaboration PERFORMANC E INDICATOR / DOMAIN		Comprehension and Collaboration		
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.		
EXPECTATION / TOPIC	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.		
EXPECTATION / TOPIC	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.		
EXPECTATION / TOPIC	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.		
CONTENT STANDARD / COURSE	HI.CC.L.6.	Language Standards		
ST ANDARD / PERFORMANC E INDICATOR / DOMAIN		Conventions of Standard English		
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		

EXPECTATION /	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
TOPIC		

EXPECTATION /L.6.1(e)Recognize variations from standard English in their own and others' writing and speaking, and identify and useTOPICstrategies to improve expression in conventional language.

CONTENT HI.CC.L.6. Language Standards STANDARD / COURSE

ST ANDARD / PERFORMANC E INDICATOR / DOMAIN		Conventions of Standard English		
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		

EXPECTATION / L.6.2(b) Spell correctly. TOPIC

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

COURSE

ST ANDARD / PERFORMANC E INDICAT OR / DOMAIN		Vocabulary Acquisition and Use			
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.			
EXPECTATION / TOPIC	L.6.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.			
EXPECTATION / TOPIC	L.6.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).			
CONTENT STANDARD / COURSE	HI.CC.L.6	Language Standards			
ST ANDARD / PERFORMANC E INDICAT OR / DOMAIN		Vocabulary Acquisition and Use			
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.			

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Hawaii Content and Performance Standards

Language Arts Grade 6 - Adopted: 2010

CONTENT STANDARD / COURSE	HI.CC.RL. 6.	Reading Standards for Literature
ST ANDARD / PERFORMANC E INDICATOR / DOMAIN		Key Ideas and Details
GRADE LEVEL EXPECTATION / BENCHMARK		Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
		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.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	GRADE LEVEL respond or change as the plot moves toward a resolution.	
CONTENT STANDARD / COURSE	HI.CC.RL. 6.	Reading Standards for Literature
ST ANDARD / PERFORMANC E INDICATOR / DOMAIN		Craft and Structure
GRADE LEVEL meanings; analyze the impact of a specific word choice on meaning and tone. EXPECTATION / BENCHMARK		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.
		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.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.6.6.	Explain how an author develops the point of view of the narrator or speaker in a text.
CONTENT STANDARD / COURSE	HI.CC.RL. 6.	Reading Standards for Literature
ST ANDARD / PERFORMANC E INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.6.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CONTENT STANDARD / COURSE	HI.CC.RI. 6.	RI. Reading Standards for Informational Text			
ST ANDARD / PERFORMANC E INDICATOR / DOMAIN		Key Ideas and Details			
GRADE LEVEL EXPECTATION / BENCHMARK INDICATOR / RI.6.2. Determine a central idea of a tex		Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.			
		Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.			
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE	HI.CC.RI. 6.	Reading Standards for Informational Text			
ST ANDARD / PERFORMANC E INDICATOR / DOMAIN		Craft and Structure			
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings			
CONTENT HI.CC.RI. Reading Standards for Informational Text STANDARD / 6. COURSE		Reading Standards for Informational Text			
ST ANDARD / PERFORMANC E INDICATOR / DOMAIN		Integration of Knowledge and Ideas			
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.			
CONTENT STANDARD / COURSE	HI.CC.W.6 Writing Standards / .				
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Text Types and Purposes			
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK		Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.			

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

CONTENT HI.CC.W.6 Writing Standards STANDARD / . COURSE

COURSE				
ST ANDARD / PERFORMANC E INDICATOR / DOMAIN	FORMANC DICATOR /			
		Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.		
EXPECTATION / TOPIC	W.6.3(a)	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.		
EXPECTATION / TOPIC	W.6.3(b)	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.		
EXPECTATION / TOPIC	W.6.3(d)	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.		
EXPECTATION / TOPIC	W.6.3(e)	Provide a conclusion that follows from the narrated experiences or events.		
CONTENT STANDARD / COURSE	HI.CC.W. 6.	Writing Standards		
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Production and Distribution of Writing		
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)		
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.		
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.		
CONTENT STANDARD / COURSE	HI.CC.W. 6.	Writing Standards		
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Research to Build and Present Knowledge		

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

CONTENT	HI.CC.W.	Writing	Standards
STANDARD /	6.		
COURSE			

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

CONTENT	HI.CC.SL.	Speaking	and	Listening	Standards
STANDARD /	6.				
COURSE					

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

CONTENT	HI.CC.L.6. Language Standards
STANDARD /	
COURSE	

ST ANDARD / PERFORMANC E INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / TOPIC	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
EXPECTATION / TOPIC	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

STANDARD / PERFORMANC E INDICATOR / DOMAIN	Conventions of Standard English	
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	

EXPECTATION / L.6.2(b) Spell correctly. TOPIC

CONTENT	HI.CC.L.6. Language Standards
STANDARD /	
COURSE	

ST ANDARD / PERFORMANC E INDICATOR / DOMAIN		Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

TOPIC

EXPECTATION / L.6.3(b) Maintain consistency in style and tone.

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

COURSE

ST ANDARD / PERFORMANC E INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
EXPECTATION / TOPIC	L.6.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION / TOPIC	L.6.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / COURSE	HI.CC.L.6.	Language Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.6.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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

CONTENT HI.CC.L.6 Language Standards STANDARD / . COURSE

CONTENT

ST ANDARD / COURSE

6.

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

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Hawaii Content and Performance Standards Language Arts

Grade 6 - Adopted: 2010

HI.CC.RL. Reading Standards for	r Literature
6.	

ST ANDARD / PERFORMANC E INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.6.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.6.3.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
CONTENT STANDARD / COURSE	HI.CC.RL. 6.	Reading Standards for Literature
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.6.5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.6.6.	Explain how an author develops the point of view of the narrator or speaker in a text.
CONTENT STANDARD / COURSE	HI.CC.RL. 6.	Reading Standards for Literature
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.6.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / COURSE	HI.CC.RI. 6.	Reading Standards for Informational Text
ST ANDARD / PERFORMANC E INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
CONTENT STANDARD / COURSE	HI.CC.RI. 6.	Reading Standards for Informational Text
ST ANDARD / PERFORMANC E INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings

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

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

CONTENT HI.CC.W.6 Writing Standards STANDARD / . COURSE

ST ANDARD / PERFORMANC E INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

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

CONTENT HI.CC.W.6 Writing Standards STANDARD / . COURSE

DOMAIN

STANDARD / Text Types and Purposes PERFORMANC E INDICATOR / DOMAIN INDICATOR / W.6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant GRADE LEVEL descriptive details, and well-structured event sequences. **EXPECTATION** / BENCHMARK EXPECTATION / W.6.3(a) Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an TOPIC event sequence that unfolds naturally and logically. EXPECTATION / W.6.3(b) Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or TOPIC characters. EXPECTATION / W.6.3(d) Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and TOPIC events. EXPECTATION / W.6.3(e) Provide a conclusion that follows from the narrated experiences or events. TOPIC CONTENT HI.CC.W. Writing Standards STANDARD / 6. COURSE **Production and Distribution of Writing** STANDARD / PERFORMANC E INDICATOR /

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
CONTENT STANDARD / COURSE	HI.CC.W. 6.	Writing Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
CONTENT STANDARD / COURSE	HI.CC.W. 6.	Writing Standards
ST ANDARD / PERFORMANC E INDICATOR / DOMAIN		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD / COURSE	HI.CC.SL 6.	. Speaking and Listening Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION / TOPIC	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION / TOPIC	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

EXPECTATION /SL.6.1(c)Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic,TOPICtext, or issue under discussion.

CONTENT HI.CC.L.6. Language Standards ST ANDARD / COURSE

ST ANDARD / PERFORMANC E INDICAT OR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / TOPIC	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
EXPECTATION / TOPIC	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
CONTENT STANDARD / COURSE	HI.CC.L.6.	Language Standards
ST ANDARD / PERFORMANC E INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION / TOPIC	L.6.2(b)	Spell correctly.
CONTENT STANDARD / COURSE	HI.CC.L.6.	Language Standards
ST ANDARD / PERFORMANC E INDICATOR / DOMAIN		Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION / TOPIC	L.6.3(b)	Maintain consistency in style and tone.
CONTENT STANDARD / COURSE	HI.CC.L.6.	Language Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Vocabulary Acquisition and Use

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
EXPECTATION / TOPIC	L.6.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION / TOPIC	L.6.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / COURSE	HI.CC.L.6	Language Standards
ST ANDARD / PERFORMANC E INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.6.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
EXPECTATION / TOPIC	L.6.5(a)	Interpret figures of speech (e.g., personification) in context.
CONTENT STANDARD / COURSE	HI.CC.L.6	Language Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		UNIT 9: FORMAL CRITIQUE Week 24 Page 231-334
		Hawaii Content and Performance Standards Language Arts Grade 6 - Adopted: 2010
CONTENT STANDARD / COURSE	HI.CC.RL. 6.	Reading Standards for Literature
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.6.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
CONTENT STANDARD / COURSE	HI.CC.RL. 6.	Reading Standards for Literature
ST ANDARD / PERFORMANC E INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
CONTENT STANDARD / COURSE	HI.CC.RL. 6.	Reading Standards for Literature
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.6.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / COURSE	HI.CC.RI. 6.	Reading Standards for Informational Text
ST ANDARD / PERFORMANC E INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

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

ST ANDARD / PERFORMANC E INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.6.5.	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 / COURSE	HI.CC.RI. 6.	Reading Standards for Informational Text
ST ANDARD / PERFORMANC E INDICATOR / DOMAIN		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
CONTENT STANDARD / COURSE	HI.CC.W. 6.	Writing Standards
ST ANDARD / PERFORMANC E INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
CONTENT STANDARD / COURSE	HI.CC.W. 6.	Writing Standards
ST ANDARD / PERFORMANC E INDICATOR / DOMAIN		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STANDARD /		Conventions of Standard English
PERFORMANC E INDICATOR / DOMAIN		
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / TOPIC	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
EXPECTATION / TOPIC	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
CONTENT STANDARD / COURSE	HI.CC.L.6	Language Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
/ BENCHMARK		

TOPIC

2(D)

HI.CC.L.6. Language Standards

CONTENT STANDARD / COURSE

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

INDICATOR / L.6.6. GRADE LEVEL EXPECTATION / BENCHMARK 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.