Main Criteria: Structure and Style for Students Secondary Criteria: lowa Student Standards

Subject: Language Arts
Grade: 6

Structure and Style for Students

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

lowa Student Standards
Language Arts
Grade 6 - Adopted: 2016

STRAND	I
COURSE	

DET AILED

DESCRIPTOR

W.6.2.

IA.RI.6. Reading Standards for Informational Text

COURSE		
ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RI.6.1) (DOK 1,2,3)
DETAILED DESCRIPTOR	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. (RI.6.2) (DOK 2,3)
DETAILED DESCRIPTOR	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). (RI.6.3) (DOK 2,3,4)
STRAND / COURSE	IA.RI.6.	Reading Standards for Informational Text
ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
DETAILED DESCRIPTOR	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (RI.6.4) (DOK $1,2,3$)
DETAILED DESCRIPTOR	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. (RI.6.5) (DOK 2,3)
STRAND / COURSE	IA.RI.6.	Reading Standards for Informational Text
ESSENTIAL CONCEPT AND/OR SKILL		Integration of Knowledge and Ideas
DETAILED DESCRIPTOR	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. (RI.6.7) (DOK 3,4)
STRAND / COURSE	IA.W.6.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information

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

GRADE LEVEL EXPECTATION	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. (W.6.2) (DOK 3,4)
GRADE LEVEL EXPECTATION	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (W.6.2) (DOK 3,4)
GRADE LEVEL EXPECTATION	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (W.6.2) (DOK 3,4)
STRAND / COURSE	IA.W.6.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
DETAILED DESCRIPTOR	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) (W.6.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6) (W.6.5) (DOK 1,2,3,4)
STRAND / COURSE	IA.W.6.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
DETAILED DESCRIPTOR	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. (W.6.7) (DOK 3,4)
STRAND / COURSE	IA.W.6.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
DETAILED DESCRIPTOR	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. (W.6.10) (DOK 1,2,3,4)
STRAND / COURSE	IA.SL.6.	Speaking and Listening Standards
ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	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.
GRADE LEVEL 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. (SL.6.1) (DOK 1,2,3)

GRADE LEVEL EXPECTATION	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. (SL.6.1) (DOK 1,2,3)	
GRADE LEVEL 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. (SL.6.1) (DOK 1,2,3)	
STRAND / COURSE	IA.SL.6.	Speaking and Listening Standards	
ESSENTIAL CONCEPT AND/OR SKILL		Presentation of Knowledge and Ideas	
DETAILED DESCRIPTOR	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. (SL.6.4) (DOK 1,2,3)	
STRAND / COURSE	IA.L.6.	Language Standards	
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English	
DETAILED DESCRIPTOR	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
GRADE LEVEL 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. (L.6.1) (DOK 1)	
STRAND / COURSE	IA.L.6.	Language Standards	
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use	
DETAILED DESCRIPTOR	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.	
GRADE LEVEL EXPECTATION	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. (L.6.4) (DOK 1,2)	
GRADE LEVEL EXPECTATION	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). (L.6.4) (DOK 1,2)	
STRAND / COURSE	IA.L.6.	Language Standards	
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use	
DETAILED DESCRIPTOR	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. (L.6.6) (DOK 1,2)	
		LINIT 2: WIDITING FROM NOTES Wook 2 Page 17-26	

STRAND / IA.RI.6. Reading Standards for Informational Text COURSE

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RI.6.1) (DOK 1,2,3)
DETAILED DESCRIPTOR	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. (RI.6.2) (DOK 2,3)
DETAILED DESCRIPTOR	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). (RI.6.3) (DOK 2,3,4)
STRAND / COURSE	IA.RI.6.	Reading Standards for Informational Text
ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
DETAILED DESCRIPTOR	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (RI.6.4) (DOK 1,2,3)
DETAILED DESCRIPTOR	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. (RI.6.5) (DOK 2,3)
STRAND / COURSE	IA.RI.6.	Reading Standards for Informational Text
ESSENTIAL CONCEPT AND/OR SKILL		Integration of Knowledge and Ideas
DETAILED DESCRIPTOR	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. (RI.6.7) (DOK 3,4)
STRAND / COURSE	IA.W.6.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DET AILED DESCRIPT OR	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.
GRADE LEVEL EXPECTATION	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. (W.6.2) (DOK 3,4)
GRADE LEVEL EXPECTATION	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (W.6.2) (DOK 3,4)
GRADE LEVEL EXPECTATION	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (W.6.2) (DOK 3,4)

STRAND / COURSE	IA.W.6.	Writing Standards	
ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing	
DETAILED DESCRIPTOR	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) (W.6.4) (DOK 3,4)	
DETAILED DESCRIPTOR	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6) (W.6.5) (DOK 1,2,3,4)	
DETAILED DESCRIPTOR	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. (W.6.6) (DOK 1,2)	
STRAND / COURSE	IA.W.6.	Writing Standards	
ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge	
DETAILED DESCRIPTOR	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. (W.6.7) (DOK 3,4)	
STRAND / COURSE	IA.W.6.	Writing Standards	
ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge	
DETAILED DESCRIPTOR	W.6.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.	
GRADE LEVEL EXPECTATION	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").(W.6.9) (DOK 2,3,4)	
STRAND / COURSE	IA.W.6.	Writing Standards	
ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing	
DETAILED DESCRIPTOR	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. (W.6.10) (DOK 1,2,3,4)	
STRAND / COURSE	IA.SL.6.	Speaking and Listening Standards	
ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration	
DET AILED DESCRIPT OR	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.	

GRADE LEVEL 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. (SL.6.1) (DOK 1,2,3)	
GRADE LEVEL EXPECTATION	SL.6.1.b.	ollow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. L.6.1) (DOK 1,2,3)	
GRADE LEVEL 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. (SL.6.1) (DOK 1,2,3)	
STRAND / COURSE	IA.SL.6.	Speaking and Listening Standards	
ESSENTIAL CONCEPT AND/OR SKILL		Presentation of Knowledge and Ideas	
DETAILED DESCRIPTOR	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. (SL.6.4) (DOK 1,2,3)	
STRAND / COURSE	IA.L.6.	Language Standards	
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English	
DETAILED DESCRIPTOR	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
GRADE LEVEL EXPECTATION	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). (L.6.1) (DOK 1)	
GRADE LEVEL 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. (L.6.1) (DOK 1)	
STRAND / COURSE	IA.L.6.	Language Standards	
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English	
DET AILED DESCRIPT OR	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
GRADE LEVEL EXPECTATION	L.6.2.b.	Spell correctly. (L.6.2) (DOK 1)	
STRAND / COURSE	IA.L.6.	Language Standards	
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use	
DETAILED DESCRIPTOR	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.	
GRADE LEVEL EXPECTATION	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. (L.6.4) (DOK 1,2)	

GRADE LEVEL EXPECTATION	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). (L.6.4) (DOK 1,2)
STRAND / COURSE	IA.L.6.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	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. (L.6.6) (DOK 1,2)
		UNIT 2: WRITING FROM NOTES Week 3 Page 27-36
		Iowa Student Standards Language Arts Grade 6 - Adopted: 2016
STRAND / COURSE	IA.RI.6.	Reading Standards for Informational Text
ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RI.6.1) (DOK 1,2,3)
DETAILED DESCRIPTOR	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. (RI.6.2) (DOK 2,3)
DETAILED DESCRIPTOR	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). (RI.6.3) (DOK 2,3,4)
STRAND / COURSE	IA.RI.6.	Reading Standards for Informational Text
ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
DETAILED DESCRIPTOR	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (RI.6.4) (DOK 1,2,3)
DETAILED DESCRIPTOR	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. (RI.6.5) (DOK 2,3)
STRAND / COURSE	IA.RI.6.	Reading Standards for Informational Text
ESSENTIAL CONCEPT AND/OR SKILL		Integration of Knowledge and Ideas
DETAILED DESCRIPTOR	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. (RI.6.7) (DOK 3,4)
STRAND / COURSE	IA.W.6.	Writing Standards

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes	
DET AILED DESCRIPTOR	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.	
GRADE LEVEL EXPECTATION	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. (W.6.2) (DOK 3,4)	
GRADE LEVEL EXPECTATION	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (W.6.2) (DOK 3,4)	
GRADE LEVEL EXPECTATION	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (W.6.2) (DOK 3,4)	
STRAND / COURSE	IA.W.6.	Writing Standards	
ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing	
DETAILED DESCRIPTOR	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) (W.6.4) (DOK 3,4)	
DETAILED DESCRIPTOR	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6) (W.6.5) (DOK 1,2,3,4)	
DETAILED DESCRIPTOR	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. $(W.6.6)$ (DOK 1,2)	
STRAND / COURSE	IA.W.6.	Writing Standards	
ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge	
DETAILED DESCRIPTOR	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. (W.6.7) (DOK 3,4)	
STRAND / COURSE	IA.W.6.	Writing Standards	
ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge	
DET AILED DESCRIPT OR	W.6.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.	
GRADE LEVEL EXPECTATION	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").(W.6.9) (DOK 2,3,4)	
STRAND / COURSE	IA.W.6.	Writing Standards	

ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing	
DETAILED DESCRIPTOR	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. (W.6.10) (DOK 1,2,3,4)	
STRAND / COURSE	IA.SL.6.	Speaking and Listening Standards	
ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration	
DETAILED DESCRIPTOR	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.	
GRADE LEVEL 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. (SL.6.1) (DOK 1,2,3)	
GRADE LEVEL EXPECTATION	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. (SL.6.1) (DOK 1,2,3)	
GRADE LEVEL 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. (SL.6.1) (DOK 1,2,3)	
STRAND / COURSE	IA.SL.6.	Speaking and Listening Standards	
ESSENTIAL CONCEPT AND/OR SKILL		Presentation of Knowledge and Ideas	
DETAILED DESCRIPTOR	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. (SL.6.4) (DOK 1,2,3)	
STRAND / COURSE	IA.L.6.	Language Standards	
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English	
DET AILED DESCRIPT OR	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
GRADE LEVEL EXPECTATION	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). (L.6.1) (DOK 1)	
GRADE LEVEL 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. (L.6.1) (DOK 1)	
STRAND / COURSE	IA.L.6.	Language Standards	
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English	
DET AILED DESCRIPT OR	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	

GRADE LEVEL EXPECTATION	L.6.2.b.	Spell correctly. (L.6.2) (DOK 1)	
STRAND / COURSE	IA.L.6.	Language Standards	
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use	
DETAILED DESCRIPTOR	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.	
GRADE LEVEL EXPECTATION	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. (L.6.4) (DOK 1,2)	
GRADE LEVEL EXPECTATION	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). (L.6.4) (DOK 1,2)	
STRAND / COURSE	IA.L.6.	Language Standards	
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use	
DETAILED DESCRIPTOR	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. (L.6.6) (DOK 1,2)	
		UNIT 3: RETELLING NARRATIVE STORIES Week 4 Page 37-44	

lowa Student Standards Language Arts Grade 6 - Adopted: 2016

STRAND /	IA.RL.6.	Reading Standards for Literature
COURSE		

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	RL.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RL.6.1) (DOK 1,2,3)
DETAILED DESCRIPTOR	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. (RL.6.2) (DOK 2,3)
DETAILED DESCRIPTOR	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. (RL.6.3) (DOK 2,3)
STRAND / COURSE	IA.RL.6.	Reading Standards for Literature
ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
DETAILED DESCRIPTOR	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. (RL.6.4) (DOK 1,2,3)

DETAILED DESCRIPTOR	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. (RL.6.5) (DOK 2,3)
DETAILED DESCRIPTOR	RL.6.6.	Explain how an author develops the point of view (perspective) of the narrator or speaker in a text. (RL.6.6) (DOK 2,3,4)
STRAND / COURSE	IA.RL.6.	Reading Standards for Literature
ESSENTIAL CONCEPT AND/OR SKILL		Range of Reading and Level of Text Complexity
DETAILED DESCRIPTOR	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. Read on-level text, both silently and orally, at an appropriate rate with accuracy and fluency to support comprehension. (RL.6.10) (DOK 1,2)
STRAND / COURSE	IA.W.6.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DET AILED DESCRIPT OR	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.
GRADE LEVEL EXPECTATION	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (W.6.2) (DOK 3,4)
STRAND / COURSE	IA.W.6.	Writing Standards
ESSENTIAL CONCEPT		Text Types and Purposes
AND/OR SKILL		
	W.6.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
AND/OR SKILL DET AILED	W.6.3. W.6.3.a.	
AND/OR SKILL DET AILED DESCRIPT OR GRADE LEVEL		descriptive details, and well-structured event sequences. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an
AND/OR SKILL DET AILED DESCRIPT OR GRADE LEVEL EXPECTATION GRADE LEVEL	W.6.3.a.	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. (W.6.3) (DOK 3,4) Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or
AND/OR SKILL DET AILED DESCRIPT OR GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL	W.6.3.a. W.6.3.b.	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. (W.6.3) (DOK 3,4) Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. (W.6.3) (DOK 3,4) Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and
AND/OR SKILL DET AILED DESCRIPT OR GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION	W.6.3.a. W.6.3.b.	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. (W.6.3) (DOK 3,4) Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. (W.6.3) (DOK 3,4) Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. (W.6.3) (DOK 3,4)
AND/OR SKILL DET AILED DESCRIPT OR GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION STRAND /	W.6.3.a. W.6.3.b. W.6.3.d.	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. (W.6.3) (DOK 3,4) Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. (W.6.3) (DOK 3,4) Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. (W.6.3) (DOK 3,4) Provide a conclusion that follows from the narrated experiences or events. (W.6.3) (DOK 3,4)

DETAILED DESCRIPTOR	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) (W.6.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6) (W.6.5) (DOK 1,2,3,4)
DETAILED DESCRIPTOR	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. (W.6.6) (DOK 1,2)
STRAND / COURSE	IA.W.6.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
DETAILED DESCRIPTOR	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. (W.6.8) (DOK 1,2,3,4)
STRAND / COURSE	IA.W.6.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
DETAILED DESCRIPTOR	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. (W.6.10) (DOK 1,2,3,4)
STRAND / COURSE	IA.SL.6.	Speaking and Listening Standards
ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DET AILED DESCRIPT OR	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.
GRADE LEVEL 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. (SL.6.1) (DOK 1,2,3)
GRADE LEVEL EXPECTATION	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. (SL.6.1) (DOK 1,2,3)
GRADE LEVEL 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. (SL.6.1) (DOK 1,2,3)
STRAND / COURSE	IA.SL.6.	Speaking and Listening Standards
ESSENTIAL CONCEPT AND/OR SKILL		Presentation of Knowledge and Ideas

DETAILED DESCRIPTOR	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. (SL.6.4) (DOK 1,2,3)
STRAND / COURSE	IA.L.6.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). (L.6.1) (DOK 1)
GRADE LEVEL 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. (L.6.1) (DOK 1)
STRAND / COURSE	IA.L.6.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.6.2.b.	Spell correctly. (L.6.2) (DOK 1)
STRAND / COURSE	IA.L.6.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	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.
GRADE LEVEL EXPECTATION	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. (L.6.4) (DOK 1,2)
GRADE LEVEL EXPECTATION	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). (L.6.4) (DOK 1,2)
STRAND / COURSE	IA.L.6.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather

Language Arts

Grade 6 - Adopted: 2016

IA.RL.6. Reading Standards for Literature

STRAND /

COURSE		
ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	RL.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RL.6.1) (DOK $1,2,3$)
DETAILED DESCRIPTOR	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. (RL.6.2) (DOK 2,3)
DETAILED DESCRIPTOR	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. (RL.6.3) (DOK 2,3)
STRAND / COURSE	IA.RL.6.	Reading Standards for Literature
ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
DETAILED DESCRIPTOR	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. (RL.6.4) (DOK 1,2,3)
DETAILED DESCRIPTOR	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. (RL.6.5) (DOK 2,3)
DETAILED DESCRIPTOR	RL.6.6.	Explain how an author develops the point of view (perspective) of the narrator or speaker in a text. (RL.6.6) (DOK 2,3,4)
	RL.6.6.	
DESCRIPTOR STRAND /		2,3,4)
STRAND / COURSE ESSENTIAL CONCEPT		2,3,4) Reading Standards for Literature
STRAND / COURSE ESSENTIAL CONCEPT AND/OR SKILL DETAILED	IA.RL.6.	Pange of Reading and Level of Text Complexity 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. Read on-level text, both silently
STRAND / COURSE ESSENTIAL CONCEPT AND/OR SKILL DETAILED DESCRIPTOR	IA.RL.6. RL.6.10.	Reading Standards for Literature Range of Reading and Level of Text Complexity 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. Read on-level text, both silently and orally, at an appropriate rate with accuracy and fluency to support comprehension. (RL.6.10) (DOK 1,2)
STRAND / COURSE ESSENTIAL CONCEPT AND/OR SKILL DETAILED DESCRIPTOR STRAND / COURSE ESSENTIAL CONCEPT	IA.RL.6. RL.6.10.	Range of Reading and Level of Text Complexity 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. Read on-level text, both silently and orally, at an appropriate rate with accuracy and fluency to support comprehension. (RL.6.10) (DOK 1,2) Writing Standards
STRAND / COURSE ESSENTIAL CONCEPT AND/OR SKILL DETAILED DESCRIPTOR STRAND / COURSE ESSENTIAL CONCEPT AND/OR SKILL DETAILED DESCRIPTOR	IA.RL.6. RL.6.10. IA.W.6.	Reading Standards for Literature Range of Reading and Level of Text Complexity 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. Read on-level text, both silently and orally, at an appropriate rate with accuracy and fluency to support comprehension. (RL.6.10) (DOK 1,2) Writing Standards Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DET AILED DESCRIPT OR	W.6.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
GRADE LEVEL EXPECTATION	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. (W.6.3) (DOK 3,4)
GRADE LEVEL EXPECTATION	W.6.3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. (W.6.3) (DOK 3,4)
GRADE LEVEL EXPECTATION	W.6.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. (W.6.3) (DOK 3,4)
GRADE LEVEL EXPECTATION	W.6.3.e.	Provide a conclusion that follows from the narrated experiences or events. (W.6.3) (DOK 3,4)
STRAND / COURSE	IA.W.6.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
DETAILED DESCRIPTOR	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) (W.6.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6) (W.6.5) (DOK 1,2,3,4)
DETAILED DESCRIPTOR	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. (W.6.6) (DOK 1,2)
STRAND / COURSE	IA.W.6.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
DETAILED DESCRIPTOR	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. (W.6.8) (DOK 1,2,3,4)
STRAND / COURSE	IA.W.6.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
DETAILED DESCRIPTOR	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. (W.6.10) (DOK 1,2,3,4)

STRAND / COURSE	IA.SL.6.	Speaking and Listening Standards
ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DET AILED DESCRIPT OR	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.
GRADE LEVEL 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. (SL.6.1) (DOK 1,2,3)
GRADE LEVEL EXPECTATION	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. (SL.6.1) (DOK 1,2,3)
GRADE LEVEL 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. (SL.6.1) (DOK 1,2,3)
STRAND / COURSE	IA.SL.6.	Speaking and Listening Standards
ESSENTIAL CONCEPT AND/OR SKILL		Presentation of Knowledge and Ideas
DETAILED DESCRIPTOR	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. (SL.6.4) (DOK 1,2,3)
STRAND / COURSE	IA.L.6.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DET AILED DESCRIPTOR	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). (L.6.1) (DOK 1)
GRADE LEVEL 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. (L.6.1) (DOK 1)
STRAND / COURSE	IA.L.6.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DET AILED DESCRIPT OR	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.6.2.b.	Spell correctly. (L.6.2) (DOK 1)
STRAND / COURSE	IA.L.6.	Language Standards

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	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.
GRADE LEVEL EXPECTATION	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. (L.6.4) (DOK 1,2)
GRADE LEVEL EXPECTATION	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). (L.6.4) (DOK 1,2)
STRAND / COURSE	IA.L.6.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	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. (L.6.6) (DOK 1,2)

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

lowa Student Standards Language Arts Grade 6 - Adopted: 2016

STRAND / COURSE

DESCRIPTOR

2,3,4)

IA.RL.6. Reading Standards for Literature

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	RL.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RL.6.1) (DOK $1,2,3$)
DETAILED DESCRIPTOR	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. (RL.6.2) (DOK 2,3)
DETAILED DESCRIPTOR	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. (RL.6.3) (DOK 2,3)
STRAND / COURSE	IA.RL.6.	Reading Standards for Literature
ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
DETAILED DESCRIPTOR	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. (RL.6.4) (DOK 1,2,3)
DETAILED DESCRIPTOR	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. (RL.6.5) (DOK 2,3)
DETAILED	RL.6.6.	Explain how an author develops the point of view (perspective) of the narrator or speaker in a text. (RL.6.6) (DOK

STRAND /	IA.RL.6.	Reading	Standards	for	Literature
COURSE					

DESCRIPTOR

COURSE		
ESSENTIAL CONCEPT AND/OR SKILL		Range of Reading and Level of Text Complexity
DETAILED DESCRIPTOR	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. Read on-level text, both silently and orally, at an appropriate rate with accuracy and fluency to support comprehension. (RL.6.10) (DOK 1,2)
STRAND / COURSE	IA.W.6.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DETAILED DESCRIPTOR	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.
GRADE LEVEL EXPECTATION	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (W.6.2) (DOK 3,4)
STRAND / COURSE	IA.W.6.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DETAILED DESCRIPTOR	W.6.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
GRADE LEVEL EXPECTATION	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. (W.6.3) (DOK 3,4)
GRADE LEVEL EXPECTATION	W.6.3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. (W.6.3) (DOK 3,4)
GRADE LEVEL EXPECTATION	W.6.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. (W.6.3) (DOK 3,4)
GRADE LEVEL EXPECTATION	W.6.3.e.	Provide a conclusion that follows from the narrated experiences or events. (W.6.3) (DOK 3,4)
STRAND / COURSE	IA.W.6.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
DETAILED DESCRIPTOR	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) (W.6.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising editing rewriting or trying a new approach. (Editing for conventions should demonstrate command of

revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of

Language standards 1–3 up to and including grade 6) (W.6.5) (DOK 1,2,3,4)

DETAILED DESCRIPTOR	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. (W.6.6) (DOK 1,2)
STRAND / COURSE	IA.W.6.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
DETAILED DESCRIPTOR	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. (W.6.8) (DOK 1,2,3,4)
STRAND / COURSE	IA.W.6.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
DETAILED DESCRIPTOR	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. (W.6.10) (DOK 1,2,3,4)
STRAND / COURSE	IA.SL.6.	Speaking and Listening Standards
ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DET AILED DESCRIPT OR	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.
GRADE LEVEL EXPECTATION	SL.6.1.a.	their own clearly.
	SL.6.1.a. SL.6.1.b.	their own clearly. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by
EXPECTATION GRADE LEVEL		their own clearly. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (SL.6.1) (DOK 1,2,3) Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
GRADE LEVEL EXPECTATION GRADE LEVEL	SL.6.1.b.	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. (SL.6.1) (DOK 1,2,3) Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. (SL.6.1) (DOK 1,2,3) Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic,
GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION STRAND /	SL.6.1.b. SL.6.1.c.	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. (SL.6.1) (DOK 1,2,3) Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. (SL.6.1) (DOK 1,2,3) Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (SL.6.1) (DOK 1,2,3)
GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION STRAND / COURSE ESSENTIAL CONCEPT	SL.6.1.b. SL.6.1.c.	their own clearly. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (SL.6.1) (DOK 1,2,3) Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. (SL.6.1) (DOK 1,2,3) Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (SL.6.1) (DOK 1,2,3) Speaking and Listening Standards
GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION STRAND / COURSE ESSENTIAL CONCEPT AND/OR SKILL	SL.6.1.b. SL.6.1.c.	their own clearly. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (SL.6.1) (DOK 1,2,3) Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. (SL.6.1) (DOK 1,2,3) Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (SL.6.1) (DOK 1,2,3) Speaking and Listening Standards 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. (SL.6.4)

DETAILED DESCRIPTOR	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). (L.6.1) (DOK 1)
GRADE LEVEL 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. (L.6.1) (DOK 1)
STRAND / COURSE	IA.L.6.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.6.2.b.	Spell correctly. (L.6.2) (DOK 1)
STRAND / COURSE	IA.L.6.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	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.
GRADE LEVEL EXPECTATION	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. (L.6.4) (DOK 1,2)
GRADE LEVEL EXPECTATION	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). (L.6.4) (DOK 1,2)
STRAND / COURSE	IA.L.6.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	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. (L.6.6) (DOK 1,2)
		UNIT 4: SUMMARIZING A REFERENCE Week 7 Page 61-74

lowa Student Standards
Language Arts
Grade 6 - Adopted: 2016

STRAND /	IA.RI.6.	Reading Standards for Informational Text
COURSE		

ESSENTIAL CONCEPT AND/OR SKILL	Key Ideas and Details
--------------------------------------	-----------------------

DETAILED DESCRIPTOR	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RI.6.1) (DOK 1,2,3)
DETAILED DESCRIPTOR	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. (RI.6.2) (DOK 2,3)
DETAILED DESCRIPTOR	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). (RI.6.3) (DOK 2,3,4)
STRAND / COURSE	IA.RI.6.	Reading Standards for Informational Text
ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
DETAILED DESCRIPTOR	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (RI.6.4) (DOK 1,2,3)
DETAILED DESCRIPTOR	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. (RI.6.5) (DOK 2,3)
STRAND / COURSE	IA.RI.6.	Reading Standards for Informational Text
ESSENTIAL CONCEPT AND/OR SKILL		Integration of Knowledge and Ideas
DETAILED DESCRIPTOR	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. (RI.6.7) (DOK 3,4)
STRAND / COURSE	IA.W.6.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DETAILED DESCRIPTOR	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.
GRADE LEVEL EXPECTATION	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. (W.6.2) (DOK 3,4)
GRADE LEVEL EXPECTATION	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (W.6.2) (DOK 3,4)
GRADE LEVEL EXPECTATION	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (W.6.2) (DOK 3,4)
STRAND / COURSE	IA.W.6.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing

DETAILED DESCRIPTOR	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) (W.6.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6) (W.6.5) (DOK 1,2,3,4)
DETAILED DESCRIPTOR	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. (W.6.6) (DOK 1,2)
STRAND / COURSE	IA.W.6.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
DETAILED DESCRIPTOR	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. (W.6.7) (DOK 3,4)
DETAILED DESCRIPTOR	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. (W.6.8) (DOK 1,2,3,4)
STRAND / COURSE	IA.W.6.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
DETAILED DESCRIPTOR	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. (W.6.10) (DOK 1,2,3,4)
STRAND / COURSE	IA.SL.6.	Speaking and Listening Standards
ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	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.
GRADE LEVEL 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. (SL.6.1) (DOK 1,2,3)
GRADE LEVEL EXPECTATION	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. (SL.6.1) (DOK 1,2,3)
GRADE LEVEL 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. (SL.6.1) (DOK 1,2,3)
STRAND / COURSE	IA.L.6.	Language Standards

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DET AILED DESCRIPT OR	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). (L.6.1) (DOK 1)
GRADE LEVEL 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. (L.6.1) (DOK 1)
STRAND / COURSE	IA.L.6.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DET AILED DESCRIPT OR	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.6.2.b.	Spell correctly. (L.6.2) (DOK 1)
STRAND /	IA.L.6.	Language Standards
COURSE	IA.L.O.	Language Standards
	IA.E.O.	Vocabulary Acquisition and Use
ESSENTIAL CONCEPT	L.6.4.	
ESSENTIAL CONCEPT AND/OR SKILL DETAILED		Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade
ESSENTIAL CONCEPT AND/OR SKILL DET AILED DESCRIPT OR GRADE LEVEL	L.6.4.	Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a
ESSENTIAL CONCEPT AND/OR SKILL DET AILED DESCRIPT OR GRADE LEVEL EXPECTATION GRADE LEVEL	L.6.4.a. L.6.4.d.	Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (L.6.4) (DOK 1,2) Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in
ESSENTIAL CONCEPT AND/OR SKILL DET AILED DESCRIPT OR GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION STRAND /	L.6.4.a. L.6.4.d.	Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (L.6.4) (DOK 1,2) 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). (L.6.4) (DOK 1,2)

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

lowa Student Standards
Language Arts
Grade 6 - Adopted: 2016

STRAND / COURSE

IA.RI.6. Reading Standards for Informational Text

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RI.6.1) (DOK 1,2,3)
DETAILED DESCRIPTOR	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. (RI.6.2) (DOK 2,3)
DETAILED DESCRIPTOR	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). (RI.6.3) (DOK 2,3,4)
STRAND / COURSE	IA.RI.6.	Reading Standards for Informational Text
ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
DETAILED DESCRIPTOR	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (RI.6.4) (DOK 1,2,3)
DETAILED DESCRIPTOR	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. (RI.6.5) (DOK 2,3)
STRAND / COURSE	IA.RI.6.	Reading Standards for Informational Text
ESSENTIAL CONCEPT AND/OR SKILL		Integration of Knowledge and Ideas
DETAILED DESCRIPTOR	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. (RI.6.7) (DOK 3,4)
STRAND / COURSE	IA.W.6.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DETAILED DESCRIPTOR	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.
GRADE LEVEL EXPECTATION	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. (W.6.2) (DOK 3,4)
GRADE LEVEL EXPECTATION	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (W.6.2) (DOK 3,4)
GRADE LEVEL EXPECTATION	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (W.6.2) (DOK 3,4)
STRAND / COURSE	IA.W.6.	Writing Standards

ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
DETAILED DESCRIPTOR	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) (W.6.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6) (W.6.5) (DOK 1,2,3,4)
DETAILED DESCRIPTOR	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. (W.6.6) (DOK 1,2)
STRAND / COURSE	IA.W.6.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
DETAILED DESCRIPTOR	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. (W.6.7) (DOK 3,4)
DETAILED DESCRIPTOR	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. (W.6.8) (DOK 1,2,3,4)
STRAND / COURSE	IA.W.6.	Writing Standards
	IA.W.6.	Writing Standards Range of Writing
ESSENTIAL CONCEPT	W.6.10.	
ESSENTIAL CONCEPT AND/OR SKILL DETAILED		Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.6.10) (DOK
ESSENTIAL CONCEPT AND/OR SKILL DETAILED DESCRIPTOR STRAND /	W.6.10.	Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.6.10) (DOK 1,2,3,4)
ESSENTIAL CONCEPT AND/OR SKILL DETAILED DESCRIPTOR STRAND / COURSE ESSENTIAL CONCEPT	W.6.10.	Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.6.10) (DOK 1,2,3,4) Speaking and Listening Standards
ESSENTIAL CONCEPT AND/OR SKILL DETAILED DESCRIPTOR STRAND / COURSE ESSENTIAL CONCEPT AND/OR SKILL DETAILED	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. (W.6.10) (DOK 1,2,3,4) Speaking and Listening Standards Comprehension and Collaboration Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing
ESSENTIAL CONCEPT AND/OR SKILL DETAILED DESCRIPTOR STRAND / COURSE ESSENTIAL CONCEPT AND/OR SKILL DETAILED DESCRIPTOR GRADE LEVEL	W.6.10. IA.SL.6. SL.6.1.	Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.6.10) (DOK 1,2,3,4) Speaking and Listening Standards Comprehension and Collaboration Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by

STRAND / COURSE	IA.L.6.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). (L.6.1) (DOK 1)
GRADE LEVEL 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. (L.6.1) (DOK 1)
STRAND / COURSE	IA.L.6.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.6.2.b.	Spell correctly. (L.6.2) (DOK 1)
STRAND / COURSE	IA.L.6.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	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.
GRADE LEVEL EXPECTATION	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. (L.6.4) (DOK 1,2)
GRADE LEVEL EXPECTATION	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). (L.6.4) (DOK 1,2)
STRAND / COURSE	IA.L.6.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	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. (L.6.6) (DOK 1,2)

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

Iowa Student Standards Language Arts Grade 6 - Adopted: 2016

STRAND /	IA.RI.6.	Reading Standards for Informational Text
COURSE		

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RI.6.1) (DOK 1,2,3)
DETAILED DESCRIPTOR	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. (RI.6.2) (DOK 2,3)
DETAILED DESCRIPTOR	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). (RI.6.3) (DOK 2,3,4)
STRAND / COURSE	IA.RI.6.	Reading Standards for Informational Text
ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
DETAILED DESCRIPTOR	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (RI.6.4) (DOK 1,2,3)
DETAILED DESCRIPTOR	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. (RI.6.5) (DOK 2,3)
STRAND / COURSE	IA.RI.6.	Reading Standards for Informational Text
ESSENTIAL CONCEPT AND/OR SKILL		Integration of Knowledge and Ideas
DETAILED DESCRIPTOR	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. (RI.6.7) (DOK 3,4)
STRAND / COURSE	IA.W.6.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DETAILED DESCRIPTOR	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.
GRADE LEVEL EXPECTATION	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. (W.6.2) (DOK 3,4)
GRADE LEVEL EXPECTATION	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (W.6.2) (DOK 3,4)
GRADE LEVEL EXPECTATION	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (W.6.2) (DOK 3,4)

STRAND / COURSE	IA.W.6.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
DETAILED DESCRIPTOR	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) (W.6.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6) (W.6.5) (DOK 1,2,3,4)
DETAILED DESCRIPTOR	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. $(W.6.6)$ (DOK 1,2)
STRAND / COURSE	IA.W.6.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
DETAILED DESCRIPTOR	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. (W.6.7) (DOK 3,4)
DETAILED DESCRIPTOR	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. (W.6.8) (DOK 1,2,3,4)
STRAND / COURSE	IA.W.6.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
DETAILED DESCRIPTOR	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. (W.6.10) (DOK 1,2,3,4)
STRAND / COURSE	IA.SL.6.	Speaking and Listening Standards
ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DET AILED DESCRIPT OR	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.
GRADE LEVEL 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. (SL.6.1) (DOK 1,2,3)
GRADE LEVEL EXPECTATION	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. (SL.6.1) (DOK $1,2,3$)

GRADE LEVEL 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. (SL.6.1) (DOK 1,2,3)
STRAND / COURSE	IA.L.6.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DET AILED DESCRIPT OR	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.6.1.c.	Recognize and correct inappropriate shifts in pronoun number and person. (L.6.1) (DOK 1)
GRADE LEVEL EXPECTATION	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). (L.6.1) (DOK 1)
GRADE LEVEL 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. (L.6.1) (DOK 1)
STRAND / COURSE	IA.L.6.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DET AILED DESCRIPT OR	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.6.2.b.	Spell correctly. (L.6.2) (DOK 1)
STRAND / COURSE	IA.L.6.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	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.
GRADE LEVEL EXPECTATION	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. (L.6.4) (DOK $1,2$)
GRADE LEVEL EXPECTATION	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). (L.6.4) (DOK 1,2)
STRAND / COURSE	IA.L.6.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	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. (L.6.6) (DOK 1,2)

Iowa Student Standards Language Arts

Grade 6 - Adopted: 2016

STRAND / COURSE	IA.RI.6.	Reading Standards for Informational Text
ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RI.6.1) (DOK 1,2,3)
DETAILED DESCRIPTOR	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. (RI.6.2) (DOK 2,3)
DETAILED DESCRIPTOR	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). (RI.6.3) (DOK 2,3,4)
STRAND / COURSE	IA.RI.6.	Reading Standards for Informational Text
ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
DETAILED DESCRIPTOR	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (RI.6.4) (DOK 1,2,3)
DETAILED DESCRIPTOR	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. (RI.6.5) (DOK 2,3)
STRAND / COURSE	IA.RI.6.	Reading Standards for Informational Text
ESSENTIAL CONCEPT AND/OR SKILL		Integration of Knowledge and Ideas
DETAILED DESCRIPTOR	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. (RI.6.7) (DOK 3,4)
STRAND / COURSE	IA.W.6.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DETAILED DESCRIPTOR	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.
GRADE LEVEL EXPECTATION	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. (W.6.2) (DOK 3,4)

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

GRADE LEVEL EXPECTATION

(W.6.2) (DOK 3,4)

GRADE LEVEL EXPECTATION	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (W.6.2) (DOK 3,4)
STRAND / COURSE	IA.W.6.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
DETAILED DESCRIPTOR	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) (W.6.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6) (W.6.5) (DOK 1,2,3,4)
DETAILED DESCRIPTOR	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. (W.6.6) (DOK 1,2)
STRAND / COURSE	IA.W.6.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
DETAILED DESCRIPTOR	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. (W.6.7) (DOK 3,4)
STRAND / COURSE	IA.W.6.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
DETAILED DESCRIPTOR	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. (W.6.10) (DOK 1,2,3,4)
STRAND / COURSE	IA.L.6.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DET AILED DESCRIPTOR	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). (L.6.1) (DOK 1)
GRADE LEVEL 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. (L.6.1) (DOK 1)
STRAND / COURSE	IA.L.6.	Language Standards

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.6.2.b.	Spell correctly. (L.6.2) (DOK 1)
STRAND / COURSE	IA.L.6.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	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.
GRADE LEVEL EXPECTATION	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. (L.6.4) (DOK 1,2)
GRADE LEVEL EXPECTATION	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. (L.6.4) (DOK 1,2)
GRADE LEVEL EXPECTATION	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). (L.6.4) (DOK 1,2)
STRAND / COURSE	IA.L.6.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	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. (L.6.6) (DOK 1,2)
		LINIT F. WOITING FROM DIOTURES Week 44 Page 00 400

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

lowa Student Standards
Language Arts
Grade 6 - Adopted: 2016

$\begin{array}{ll} {\rm STRAND}\,I & {\rm IA.RI.6.} & {\rm Reading}\,\,{\rm Standards}\,\,{\rm for}\,\,{\rm Informational}\,\,{\rm Text}\\ {\rm COURSE} & \end{array}$

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RI.6.1) (DOK 1,2,3)
DETAILED DESCRIPTOR	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. (RI.6.2) (DOK 2,3)
DETAILED DESCRIPTOR	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). (RI.6.3) (DOK 2,3,4)

STRAND /	IA.RI.6.	Reading Standards for Informational Tex
COURSE		

ESSENTIAL		Craft and Structure
CONCEPT AND/OR SKILL		
DETAILED DESCRIPTOR	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (RI.6.4) (DOK $1,2,3$)
DETAILED DESCRIPTOR	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. (RI.6.5) (DOK 2,3)
STRAND / COURSE	IA.RI.6.	Reading Standards for Informational Text
ESSENTIAL CONCEPT AND/OR SKILL		Integration of Knowledge and Ideas
DETAILED DESCRIPTOR	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. (RI.6.7) (DOK 3,4)
STRAND / COURSE	IA.W.6.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DETAILED DESCRIPTOR	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.
GRADE LEVEL EXPECTATION	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. (W.6.2) (DOK 3,4)
GRADE LEVEL EXPECTATION	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (W.6.2) (DOK 3,4)
GRADE LEVEL EXPECTATION	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (W.6.2) (DOK 3,4)
STRAND / COURSE	IA.W.6.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
DETAILED DESCRIPTOR	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) (W.6.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6) (W.6.5) (DOK 1,2,3,4)

DETAILED DESCRIPTOR	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. $(W.6.6)$ (DOK 1,2)
STRAND / COURSE	IA.W.6.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
DETAILED DESCRIPTOR	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. (W.6.7) (DOK 3,4)
STRAND / COURSE	IA.W.6.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
DETAILED DESCRIPTOR	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. (W.6.10) (DOK 1,2,3,4)
STRAND / COURSE	IA.L.6.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DET AILED DESCRIPT OR	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). (L.6.1) (DOK 1)
GRADE LEVEL 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. (L.6.1) (DOK 1)
STRAND / COURSE	IA.L.6.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.6.2.b.	Spell correctly. (L.6.2) (DOK 1)
STRAND / COURSE	IA.L.6.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	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.

GRADE LEVEL EXPECTATION	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. (L.6.4) (DOK 1,2)			
GRADE LEVEL EXPECTATION	L.6.4.d.	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). (L.6.4) (DOK 1,2)			
STRAND / COURSE	IA.L.6.	Language Standards			
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use			
DETAILED DESCRIPTOR	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. (L.6.6) (DOK 1,2)			
		UNIT 5: WRITING FROM PICTURES Week 12 Page 107-114			
		Iowa Student Standards			
		Language Arts			
		Grade 6 - Adopted: 2016			
STRAND / COURSE	IA.RL.6.	Reading Standards for Literature			
ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details			
DETAILED DESCRIPTOR	RL.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RL.6.1) (DOK $1,2,3$)			
DETAILED	RL.6.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of			
DESCRIPTOR		the text distinct from personal opinions or judgments. (RL.6.2) (DOK 2,3)			

STRAND / COURSE	IA.RL.6.	Reading Standards for Literature
ESSENTIAL CONCEPT AND/OR SKILL		Range of Reading and Level of Text Complexity
DETAILED DESCRIPTOR	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. Read on-level text, both silently and orally, at an appropriate rate with accuracy and fluency to support comprehension. (RL.6.10) (DOK 1,2)
STRAND / COURSE	IA.W.6.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DETAILED DESCRIPTOR	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.

respond or change as the plot moves toward a resolution. (RL.6.3) (DOK 2,3)

DESCRIPTOR

GRADE LEVEL EXPECTATION	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. (W.6.2) (DOK 3,4)
STRAND / COURSE	IA.W.6.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DET AILED DESCRIPT OR	W.6.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
GRADE LEVEL EXPECTATION	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. (W.6.3) (DOK 3,4)
GRADE LEVEL EXPECTATION	W.6.3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. (W.6.3) (DOK 3,4)
GRADE LEVEL EXPECTATION	W.6.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. (W.6.3) (DOK 3,4)
STRAND / COURSE	IA.W.6.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
DETAILED DESCRIPTOR	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) (W.6.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6) (W.6.5) (DOK 1,2,3,4)
DETAILED DESCRIPTOR	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. (W.6.6) (DOK 1,2)
STRAND / COURSE	IA.W.6.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
DETAILED DESCRIPTOR	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. (W.6.10) (DOK 1,2,3,4)
STRAND / COURSE	IA.L.6.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

GRADE LEVEL EXPECTATION	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). (L.6.1) (DOK 1)
GRADE LEVEL 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. (L.6.1) (DOK 1)
STRAND / COURSE	IA.L.6.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.6.2.b.	Spell correctly. (L.6.2) (DOK 1)
STRAND / COURSE	IA.L.6.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
CONCEPT	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.
CONCEPT AND/OR SKILL DETAILED	L.6.4. L.6.4.a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade
CONCEPT AND/OR SKILL DET AILED DESCRIPT OR		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
CONCEPT AND/OR SKILL DET AILED DESCRIPT OR GRADE LEVEL EXPECTATION GRADE LEVEL	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 clue to the meaning of a word or phrase. (L.6.4) (DOK 1,2) Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in
CONCEPT AND/OR SKILL DET AILED DESCRIPT OR GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION STRAND /	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. (L.6.4) (DOK 1,2) 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). (L.6.4) (DOK 1,2)

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

lowa Student Standards
Language Arts
Grade 6 - Adopted: 2016

$\begin{array}{ll} {\rm STRAND} \ / & {\rm IA.RI.6.} & {\rm Reading \ Standards \ for \ Informational \ Text} \\ {\rm COURSE} & & \\ \end{array}$

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RI.6.1) (DOK 1,2,3)

DETAILED DESCRIPTOR	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. (RI.6.2) (DOK 2,3)
DETAILED DESCRIPTOR	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). (RI.6.3) (DOK 2,3,4)
STRAND / COURSE	IA.RI.6.	Reading Standards for Informational Text
ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
DETAILED DESCRIPTOR	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (RI.6.4) (DOK 1,2,3)
DETAILED DESCRIPTOR	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. (RI.6.5) (DOK 2,3)
STRAND / COURSE	IA.RI.6.	Reading Standards for Informational Text
ESSENTIAL CONCEPT AND/OR SKILL		Integration of Knowledge and Ideas
DETAILED DESCRIPTOR	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. (RI.6.7) (DOK 3,4)
DETAILED DESCRIPTOR	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). (RI.6.9) (DOK 3,4)
STRAND / COURSE	IA.W.6.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DETAILED DESCRIPTOR	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.
GRADE LEVEL EXPECTATION	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. (W.6.2) (DOK 3,4)
GRADE LEVEL EXPECTATION	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (W.6.2) (DOK 3,4)
GRADE LEVEL EXPECTATION	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (W.6.2) (DOK 3,4)
STRAND / COURSE	IA.W.6.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing

DETAILED DESCRIPTOR	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) (W.6.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6) (W.6.5) (DOK 1,2,3,4)
DETAILED DESCRIPTOR	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. (W.6.6) (DOK 1,2)
STRAND / COURSE	IA.W.6.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
DETAILED DESCRIPTOR	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. (W.6.7) (DOK 3,4)
DETAILED DESCRIPTOR	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. (W.6.8) (DOK 1,2,3,4)
STRAND / COURSE	IA.W.6.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
DETAILED DESCRIPTOR	W.6.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
GRADE LEVEL 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"). (W.6.9) (DOK 2,3,4)
	IA.W.6.	stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").
	IA.W.6.	stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics"). (W.6.9) (DOK 2,3,4)
CONCEPT	IA.W.6. W.6.10.	stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics"). (W.6.9) (DOK 2,3,4) Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL DETAILED		stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics"). (W.6.9) (DOK 2,3,4) Writing Standards Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.6.10) (DOK
ESSENTIAL CONCEPT AND/OR SKILL DETAILED DESCRIPTOR STRAND /	W.6.10.	stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics"). (W.6.9) (DOK 2,3,4) Writing Standards Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.6.10) (DOK 1,2,3,4)
ESSENTIAL CONCEPT AND/OR SKILL DETAILED DESCRIPTOR STRAND / COURSE ESSENTIAL CONCEPT	W.6.10.	stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics"). (W.6.9) (DOK 2,3,4) Writing Standards Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.6.10) (DOK 1,2,3,4) Speaking and Listening Standards

GRADE LEVEL 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. (SL.6.1) (DOK 1,2,3)
GRADE LEVEL EXPECTATION	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. (SL.6.1) (DOK 1,2,3)
GRADE LEVEL 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. (SL.6.1) (DOK 1,2,3)
STRAND / COURSE	IA.L.6.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). (L.6.1) (DOK 1)
GRADE LEVEL 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. (L.6.1) (DOK 1)
STRAND / COURSE	IA.L.6.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DET AILED DESCRIPT OR	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.6.2.b.	Spell correctly. (L.6.2) (DOK 1)
STRAND / COURSE	IA.L.6.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	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.
GRADE LEVEL EXPECTATION	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. (L.6.4) (DOK 1,2)
GRADE LEVEL EXPECTATION	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). (L.6.4) (DOK 1,2)
STRAND / COURSE	IA.L.6.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use

DETAILED DESCRIPTOR	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. (L.6.6) (DOK 1,2)
		UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 14 Page 127-140
		Iowa Student Standards Language Arts Grade 6 - Adopted: 2016
STRAND / COURSE	IA.RI.6.	Reading Standards for Informational Text
ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RI.6.1) (DOK 1,2,3)
DETAILED DESCRIPTOR	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. (RI.6.2) (DOK 2,3)
DETAILED DESCRIPTOR	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). (RI.6.3) (DOK 2,3,4)
STRAND / COURSE	IA.RI.6.	Reading Standards for Informational Text
ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
DETAILED DESCRIPTOR	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (RI.6.4) (DOK 1,2,3)
DETAILED DESCRIPTOR	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. (RI.6.5) (DOK 2,3)
STRAND / COURSE	IA.RI.6.	Reading Standards for Informational Text
ESSENTIAL CONCEPT AND/OR SKILL		Integration of Knowledge and Ideas
DETAILED DESCRIPTOR	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. (RI.6.7) (DOK 3,4)
DETAILED DESCRIPTOR	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). (RI.6.9) (DOK 3,4)
STRAND / COURSE	IA.W.6.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes

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

DETAILED DESCRIPT OR

W.6.2.

GRADE LEVEL EXPECTATION	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. (W.6.2) (DOK 3,4)
GRADE LEVEL EXPECTATION	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (W.6.2) (DOK 3,4)
GRADE LEVEL EXPECTATION	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (W.6.2) (DOK 3,4)
STRAND / COURSE	IA.W.6.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
DETAILED DESCRIPTOR	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) (W.6.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6) (W.6.5) (DOK 1,2,3,4)
DETAILED DESCRIPTOR	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. $(W.6.6)$ (DOK 1,2)
	W.6.6.	others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
DESCRIPTOR STRAND /		others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. $(W.6.6)$ (DOK 1,2)
STRAND / COURSE ESSENTIAL CONCEPT		others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. (W.6.6) (DOK 1,2) Writing Standards
STRAND / COURSE ESSENTIAL CONCEPT AND/OR SKILL DETAILED	IA.W.6.	others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. (W.6.6) (DOK 1,2) Writing Standards Research to Build and Present Knowledge Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. (W.6.7) (DOK 3,4)
STRAND / COURSE ESSENTIAL CONCEPT AND/OR SKILL DETAILED DESCRIPTOR DETAILED	IA.W.6. W.6.7.	others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. (W.6.6) (DOK 1,2) Writing Standards Research to Build and Present Knowledge Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. (W.6.7) (DOK 3,4) 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
STRAND / COURSE ESSENTIAL CONCEPT AND/OR SKILL DETAILED DESCRIPTOR DETAILED DESCRIPTOR	W.6.7.	others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. (W.6.6) (DOK 1,2) Writing Standards Research to Build and Present Knowledge Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. (W.6.7) (DOK 3,4) 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. (W.6.8) (DOK 1,2,3,4)
STRAND / COURSE ESSENTIAL CONCEPT AND/OR SKILL DETAILED DESCRIPTOR DETAILED DESCRIPTOR STRAND / COURSE ESSENTIAL CONCEPT	W.6.7.	others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. (W.6.6) (DOK 1,2) Writing Standards Research to Build and Present Knowledge Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. (W.6.7) (DOK 3,4) 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. (W.6.8) (DOK 1,2,3,4) Writing Standards
STRAND / COURSE ESSENTIAL CONCEPT AND/OR SKILL DETAILED DESCRIPTOR DETAILED DESCRIPTOR STRAND / COURSE ESSENTIAL CONCEPT AND/OR SKILL DETAILED	W.6.7. W.6.8.	others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. (W.6.6) (DOK 1,2) Writing Standards Research to Build and Present Knowledge Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. (W.6.7) (DOK 3,4) 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. (W.6.8) (DOK 1,2,3,4) Writing Standards Research to Build and Present Knowledge

ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
DETAILED DESCRIPTOR	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. (W.6.10) (DOK 1,2,3,4)
STRAND / COURSE	IA.SL.6.	Speaking and Listening Standards
ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPT OR	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.
GRADE LEVEL 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. (SL.6.1) (DOK 1,2,3)
GRADE LEVEL EXPECTATION	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. (SL.6.1) (DOK 1,2,3)
GRADE LEVEL 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. (SL.6.1) (DOK 1,2,3)
STRAND / COURSE	IA.L.6.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
CONCEPT	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CONCEPT AND/OR SKILL DET AILED	L.6.1. L.6.1.d.	Demonstrate command of the conventions of standard English grammar and usage when writing or
CONCEPT AND/OR SKILL DET AILED DESCRIPT OR		Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CONCEPT AND/OR SKILL DET AILED DESCRIPT OR GRADE LEVEL EXPECTATION GRADE LEVEL	L.6.1.d.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). (L.6.1) (DOK 1) Recognize variations from standard English in their own and others' writing and speaking, and identify and use
CONCEPT AND/OR SKILL DET AILED DESCRIPT OR GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION STRAND /	L.6.1.d. L.6.1.e.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). (L.6.1) (DOK 1) Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. (L.6.1) (DOK 1)
CONCEPT AND/OR SKILL DET AILED DESCRIPT OR GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION STRAND / COURSE ESSENTIAL CONCEPT	L.6.1.d. L.6.1.e.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). (L.6.1) (DOK 1) Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. (L.6.1) (DOK 1) Language Standards
CONCEPT AND/OR SKILL DET AILED DESCRIPT OR GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION STRAND / COURSE ESSENTIAL CONCEPT AND/OR SKILL DET AILED	L.6.1.d. L.6.1.e. IA.L.6.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). (L.6.1) (DOK 1) Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. (L.6.1) (DOK 1) Language Standards Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and
CONCEPT AND/OR SKILL DET AILED DESCRIPT OR GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION STRAND / COURSE ESSENTIAL CONCEPT AND/OR SKILL DET AILED DESCRIPT OR GRADE LEVEL	L.6.1.d. L.6.1.e. IA.L.6.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). (L.6.1) (DOK 1) Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. (L.6.1) (DOK 1) Language Standards Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

DET AILED DESCRIPT OR	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.
GRADE LEVEL EXPECTATION	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. (L.6.4) (DOK 1,2)
GRADE LEVEL EXPECTATION	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). (L.6.4) (DOK $1,2$)
STRAND / COURSE	IA.L.6.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	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. (L.6.6) (DOK 1,2)

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

Iowa Student Standards Language Arts Grade 6 - Adopted: 2016

STRAND / IA.RI.6. Reading Standards for Informational Text COURSE

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RI.6.1) (DOK 1,2,3)
DETAILED DESCRIPTOR	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. (RI.6.2) (DOK 2,3)
DETAILED DESCRIPTOR	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). (RI.6.3) (DOK 2,3,4)
STRAND / COURSE	IA.RI.6.	Reading Standards for Informational Text
ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
DETAILED DESCRIPTOR	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (RI.6.4) (DOK 1,2,3)
	RI.6.4.	
DESCRIPTOR		technical meanings. (RI.6.4) (DOK 1,2,3) Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and

DETAILED DESCRIPTOR	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. (RI.6.7) (DOK 3,4)
DETAILED DESCRIPTOR	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). (RI.6.9) (DOK 3,4)
STRAND / COURSE	IA.W.6.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DET AILED DESCRIPT OR	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.
GRADE LEVEL EXPECTATION	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. (W.6.2) (DOK 3,4)
GRADE LEVEL EXPECTATION	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (W.6.2) (DOK 3,4)
GRADE LEVEL EXPECTATION	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (W.6.2) (DOK 3,4)
STRAND / COURSE	IA.W.6.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
CONCEPT	W.6.4.	Production and Distribution of Writing 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) (W.6.4) (DOK 3,4)
CONCEPT AND/OR SKILL DETAILED	W.6.4. W.6.5.	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) (W.6.4)
DETAILED DETAILED DETAILED		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) (W.6.4) (DOK 3,4) With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of
DETAILED DESCRIPTOR DETAILED DESCRIPTOR DETAILED DESCRIPTOR	W.6.5.	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) (W.6.4) (DOK 3,4) With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6) (W.6.5) (DOK 1,2,3,4) 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.
DETAILED DESCRIPTOR DETAILED DESCRIPTOR DETAILED DESCRIPTOR DETAILED DESCRIPTOR	W.6.5.	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) (W.6.4) (DOK 3,4) With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6) (W.6.5) (DOK 1,2,3,4) 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. (W.6.6) (DOK 1,2)
DETAILED DESCRIPTOR DETAILED DESCRIPTOR DETAILED DESCRIPTOR DETAILED DESCRIPTOR STRAND / COURSE ESSENTIAL CONCEPT	W.6.5.	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) (W.6.4) (DOK 3,4) With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6) (W.6.5) (DOK 1,2,3,4) 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. (W.6.6) (DOK 1,2) Writing Standards

STRAND / COURSE	IA.W.6.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
DETAILED DESCRIPTOR	W.6.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
GRADE LEVEL 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"). (W.6.9) (DOK 2,3,4)
STRAND / COURSE	IA.W.6.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
DETAILED DESCRIPTOR	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. (W.6.10) (DOK 1,2,3,4)
STRAND / COURSE	IA.SL.6.	Speaking and Listening Standards
ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DET AILED DESCRIPT OR	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.
GRADE LEVEL 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. (SL.6.1) (DOK 1,2,3)
GRADE LEVEL EXPECTATION	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. (SL.6.1) (DOK 1,2,3)
GRADE LEVEL 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. (SL.6.1) (DOK 1,2,3)
STRAND / COURSE	IA.L.6.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPT OR	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). (L.6.1) (DOK 1)
GRADE LEVEL 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. (L.6.1) (DOK 1)
STRAND / COURSE	IA.L.6.	Language Standards

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DET AILED DESCRIPT OR	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.6.2.b.	Spell correctly. (L.6.2) (DOK 1)
STRAND / COURSE	IA.L.6.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DET AILED DESCRIPT OR	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.
GRADE LEVEL EXPECTATION	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. (L.6.4) (DOK 1,2)
GRADE LEVEL EXPECTATION	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). (L.6.4) (DOK 1,2)
STRAND / COURSE	IA.L.6.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	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. (L.6.6) (DOK 1,2)
		LINIT 6: SLIMMARIZING MULTIPLE REFERENCES Week 16 Page 153-158

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

lowa Student Standards Language Arts Grade 6 - Adopted: 2016

 $\begin{array}{ll} {\rm STRAND} \ I & {\rm IA.RI.6.} & {\rm Reading \ Standards \ for \ Informational \ Text} \\ {\rm COURSE} & & & \\ \end{array}$

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RI.6.1) (DOK $1,2,3$)
DETAILED DESCRIPTOR	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. (RI.6.2) (DOK 2,3)
DETAILED DESCRIPTOR	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). (RI.6.3) (DOK 2,3,4)

STRAND / COURSE	IA.RI.6.	Reading Standards for Informational Text
ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
DETAILED DESCRIPTOR	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (RI.6.4) (DOK 1,2,3)
DETAILED DESCRIPTOR	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. (RI.6.5) (DOK 2,3)
STRAND / COURSE	IA.RI.6.	Reading Standards for Informational Text
ESSENTIAL CONCEPT AND/OR SKILL		Integration of Knowledge and Ideas
DETAILED DESCRIPTOR	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. (RI.6.7) (DOK 3,4)
DETAILED DESCRIPTOR	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). (RI.6.9) (DOK 3,4)
STRAND / COURSE	IA.W.6.	Writing Standards
ESSENTIAL		Total Times and Dispress
CONCEPT AND/OR SKILL		Text Types and Purposes
CONCEPT	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.
CONCEPT AND/OR SKILL DETAILED	W.6.2. W.6.2.a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information
CONCEPT AND/OR SKILL DET AILED DESCRIPT OR		Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and
CONCEPT AND/OR SKILL DET AILED DESCRIPT OR GRADE LEVEL EXPECTATION GRADE LEVEL	W.6.2.a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. (W.6.2) (DOK 3,4) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
CONCEPT AND/OR SKILL DET AILED DESCRIPT OR GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION	W.6.2.a. W.6.2.b.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. (W.6.2) (DOK 3,4) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (W.6.2) (DOK 3,4)
CONCEPT AND/OR SKILL DET AILED DESCRIPT OR GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION STRAND /	W.6.2.a. W.6.2.b.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. (W.6.2) (DOK 3,4) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (W.6.2) (DOK 3,4) Use precise language and domain-specific vocabulary to inform about or explain the topic. (W.6.2) (DOK 3,4)
CONCEPT AND/OR SKILL DET AILED DESCRIPT OR GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION STRAND / COURSE ESSENTIAL CONCEPT	W.6.2.a. W.6.2.b.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. (W.6.2) (DOK 3,4) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (W.6.2) (DOK 3,4) Use precise language and domain-specific vocabulary to inform about or explain the topic. (W.6.2) (DOK 3,4) Writing Standards

Language standards 1-3 up to and including grade 6) (W.6.5) (DOK 1,2,3,4)

DETAILED DESCRIPTOR	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. (W.6.6) (DOK 1,2)
STRAND / COURSE	IA.W.6.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
DETAILED DESCRIPTOR	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. (W.6.7) (DOK 3,4)
DETAILED DESCRIPTOR	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. (W.6.8) (DOK 1,2,3,4)
STRAND / COURSE	IA.W.6.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
DETAILED DESCRIPTOR	W.6.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
GRADE LEVEL 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 (W.6.9) (DOK 2,3,4)
STRAND / COURSE	IA.W.6.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
DETAILED DESCRIPTOR	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. (W.6.10) (DOK 1,2,3,4)
STRAND / COURSE	IA.SL.6.	Speaking and Listening Standards
ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	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.
GRADE LEVEL 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. (SL.6.1) (DOK 1,2,3)
GRADE LEVEL EXPECTATION	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. (SL.6.1) (DOK 1,2,3)

STRAND / COURSE	IA.L.6.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). (L.6.1) (DOK 1)
GRADE LEVEL 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. (L.6.1) (DOK 1)
STRAND / COURSE	IA.L.6.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.6.2.b.	Spell correctly. (L.6.2) (DOK 1)
OTDAND /	14.1.6	Lance of the standards
STRAND / COURSE	IA.L.6.	Language Standards
	IA.L.o.	Vocabulary Acquisition and Use
ESSENTIAL CONCEPT	L.6.4.	
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade
ESSENTIAL CONCEPT AND/OR SKILL DET AILED DESCRIPT OR GRADE LEVEL	L.6.4.	Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a
ESSENTIAL CONCEPT AND/OR SKILL DET AILED DESCRIPT OR GRADE LEVEL EXPECTATION GRADE LEVEL	L.6.4.a. L.6.4.d.	Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (L.6.4) (DOK 1,2) Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in
ESSENTIAL CONCEPT AND/OR SKILL DET AILED DESCRIPT OR GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION	L.6.4.a. L.6.4.d.	Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (L.6.4) (DOK 1,2) 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). (L.6.4) (DOK 1,2)

UNIT 7: INVENTIVE WRITING Week 17 Page 159-164

lowa Student Standards
Language Arts
Grade 6 - Adopted: 2016

STRAND / COURSE

IA.W.6. Writing Standards

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DETAILED DESCRIPTOR	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.
GRADE LEVEL EXPECTATION	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. (W.6.2) (DOK 3,4)
GRADE LEVEL EXPECTATION	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (W.6.2) (DOK 3,4)
GRADE LEVEL EXPECTATION	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (W.6.2) (DOK 3,4)
GRADE LEVEL EXPECTATION	W.6.2.f.	Provide a concluding statement or section that follows from the information or explanation presented. (W.6.2) (DOK 3,4)
STRAND / COURSE	IA.W.6.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
DETAILED DESCRIPTOR	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) (W.6.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6) (W.6.5) (DOK 1,2,3,4)
DETAILED DESCRIPTOR	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. (W.6.6) (DOK 1,2)
STRAND / COURSE	IA.W.6.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
DETAILED DESCRIPTOR	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. (W.6.10) (DOK 1,2,3,4)
STRAND / COURSE	IA.SL.6.	Speaking and Listening Standards
ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	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.

GRADE LEVEL 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. (SL.6.1) (DOK 1,2,3)
GRADE LEVEL EXPECTATION	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. (SL.6.1) (DOK 1,2,3)
GRADE LEVEL 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. (SL.6.1) (DOK 1,2,3)
STRAND / COURSE	IA.L.6.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). (L.6.1) (DOK 1)
GRADE LEVEL 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. (L.6.1) (DOK 1)
STRAND / COURSE	IA.L.6.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.6.2.b.	Spell correctly. (L.6.2) (DOK 1)
STRAND / COURSE	IA.L.6.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED	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. (L.6.6) (DOK 1,2)
DESCRIPTOR		

Language Arts
Grade 6 - Adopted: 2016

STRAND /	IA.W.6.	Writing	Standards
COURSE			

ESSENTIAL CONCEPT AND/OR SKILL	Text Types and Purposes
--------------------------------------	-------------------------

DET AILED DESCRIPT OR	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.
GRADE LEVEL EXPECTATION	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. (W.6.2) (DOK 3,4)
GRADE LEVEL EXPECTATION	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (W.6.2) (DOK 3,4)
GRADE LEVEL EXPECTATION	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (W.6.2) (DOK 3,4)
GRADE LEVEL EXPECTATION	W.6.2.f.	Provide a concluding statement or section that follows from the information or explanation presented. (W.6.2) (DOK 3,4)
STRAND / COURSE	IA.W.6.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DET AILED DESCRIPT OR	W.6.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
GRADE LEVEL EXPECTATION	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. (W.6.3) (DOK 3,4)
GRADE LEVEL EXPECTATION	W.6.3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. (W.6.3) (DOK 3,4)
GRADE LEVEL EXPECTATION	W.6.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. (W.6.3) (DOK 3,4)
GRADE LEVEL EXPECTATION	W.6.3.e.	Provide a conclusion that follows from the narrated experiences or events. (W.6.3) (DOK 3,4)
STRAND / COURSE	IA.W.6.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
DETAILED DESCRIPTOR	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) (W.6.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6) (W.6.5) (DOK 1,2,3,4)
DETAILED DESCRIPTOR	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. (W.6.6) (DOK 1,2)

STRAND / COURSE	IA.W.6.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
DETAILED DESCRIPTOR	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. (W.6.10) (DOK 1,2,3,4)
STRAND / COURSE	IA.L.6.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). (L.6.1) (DOK 1)
GRADE LEVEL 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. (L.6.1) (DOK 1)
STRAND / COURSE	IA.L.6.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.6.2.b.	Spell correctly. (L.6.2) (DOK 1)
STRAND / COURSE	IA.L.6.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	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. (L.6.6) (DOK 1,2)
		UNIT 7: INVENTIVE WRITING Week 19 Page 173-178
		Iowa Student Standards
		Language Arts

Grade 6 - Adopted: 2016

STRAND /	IA.W.6.	Writing Standards	5
COURSE			

ESSENTIAL CONCEPT AND/OR SKILL	Text Types and Purposes	
--------------------------------------	-------------------------	--

DETAILED DESCRIPT OR	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.
GRADE LEVEL EXPECTATION	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. (W.6.2) (DOK 3,4)
GRADE LEVEL EXPECTATION	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (W.6.2) (DOK 3,4)
GRADE LEVEL EXPECTATION	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (W.6.2) (DOK 3,4)
GRADE LEVEL EXPECTATION	W.6.2.f.	Provide a concluding statement or section that follows from the information or explanation presented. (W.6.2) (DOK 3,4)
STRAND / COURSE	IA.W.6.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
DETAILED DESCRIPTOR	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) (W.6.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6) (W.6.5) (DOK 1,2,3,4)
DETAILED DESCRIPTOR	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. (W.6.6) (DOK 1,2)
STRAND / COURSE	IA.W.6.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
DETAILED DESCRIPTOR	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. (W.6.10) (DOK 1,2,3,4)
STRAND / COURSE	IA.L.6.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). (L.6.1) (DOK 1)

GRADE LEVEL 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. (L.6.1) (DOK 1)
STRAND / COURSE	IA.L.6.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.6.2.b.	Spell correctly. (L.6.2) (DOK 1)
STRAND / COURSE	IA.L.6.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	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. (L.6.6) (DOK 1,2)
		LINIT 9 - FORMAL FSSAV MODELS Wook 20 Dogs 170 102

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

lowa Student Standards
Language Arts
Grade 6 - Adopted: 2016

STRAND / COURSE

DESCRIPTOR

$IA.RI.6. \quad Reading \ Standards \ for \ Informational \ Text$

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RI.6.1) (DOK 1,2,3)
DETAILED DESCRIPTOR	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. (RI.6.2) (DOK 2,3)
DETAILED DESCRIPTOR	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). (RI.6.3) (DOK 2,3,4)
STRAND / COURSE	IA.RI.6.	Reading Standards for Informational Text
ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
DETAILED DESCRIPTOR	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (RI.6.4) (DOK 1,2,3)
DETAILED	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. (RI.6.5) (DOK 2,3)

STRAND / IA.RI.6. Reading Standards for Informational Text COURSE

ESSENTIAL CONCEPT AND/OR SKILL		Integration of Knowledge and Ideas
DETAILED DESCRIPTOR	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. (RI.6.7) (DOK 3,4)
DETAILED DESCRIPTOR	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). (RI.6.9) (DOK 3,4)
STRAND / COURSE	IA.W.6.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DETAILED DESCRIPTOR	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.
GRADE LEVEL EXPECTATION	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. (W.6.2) (DOK 3,4)
GRADE LEVEL EXPECTATION	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (W.6.2) (DOK 3,4)
GRADE LEVEL EXPECTATION	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (W.6.2) (DOK 3,4)
GRADE LEVEL EXPECTATION	W.6.2.e.	Establish and maintain a formal style. (W.6.2) (DOK 3,4)
GRADE LEVEL EXPECTATION	W.6.2.f.	Provide a concluding statement or section that follows from the information or explanation presented. (W.6.2) (DOK 3,4)
STRAND / COURSE	IA.W.6.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
DETAILED DESCRIPTOR	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) (W.6.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6) (W.6.5) (DOK 1,2,3,4)
DETAILED DESCRIPTOR	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. (W.6.6) (DOK 1,2)

STRAND / COURSE	IA.W.6.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
DETAILED DESCRIPTOR	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. (W.6.7) (DOK 3,4)
DETAILED DESCRIPTOR	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. (W.6.8) (DOK 1,2,3,4)
STRAND / COURSE	IA.W.6.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
DET AILED DESCRIPT OR	W.6.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
GRADE LEVEL 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"). (W.6.9) (DOK 2,3,4)
STRAND / COURSE	IA.W.6.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
DETAILED DESCRIPTOR	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. (W.6.10) (DOK 1,2,3,4)
STRAND / COURSE	IA.L.6.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). (L.6.1) (DOK 1)
GRADE LEVEL 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. (L.6.1) (DOK 1)
STRAND / COURSE	IA.L.6.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

GRADE LEVEL EXPECTATION	L.6.2.b.	Spell correctly. (L.6.2) (DOK 1)
STRAND / COURSE	IA.L.6.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	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.
GRADE LEVEL EXPECTATION	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. (L.6.4) (DOK 1,2)
GRADE LEVEL EXPECTATION	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). (L.6.4) (DOK 1,2)
STRAND / COURSE	IA.L.6.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	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. (L.6.6) (DOK 1,2)
		UNIT 8: FORMAL ESSAY MODELS Week 21 Page 193-202

Iowa Student Standards Language Arts Grade 6 - Adopted: 2016

STRAND /	IA.RI.6.	Reading Standards for Informational Text
COURSE		

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RI.6.1) (DOK 1,2,3)
DETAILED DESCRIPTOR	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. (RI.6.2) (DOK 2,3)
DETAILED DESCRIPTOR	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). (RI.6.3) (DOK 2,3,4)
STRAND / COURSE	IA.RI.6.	Reading Standards for Informational Text
ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
DETAILED DESCRIPTOR	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (RI.6.4) (DOK 1,2,3)

DETAILED DESCRIPTOR	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. (RI.6.5) (DOK 2,3)
STRAND / COURSE	IA.RI.6.	Reading Standards for Informational Text
ESSENTIAL CONCEPT AND/OR SKILL		Integration of Knowledge and Ideas
DETAILED DESCRIPTOR	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. (RI.6.7) (DOK 3,4)
DETAILED DESCRIPTOR	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). (RI.6.9) (DOK 3,4)
STRAND / COURSE	IA.W.6.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DETAILED DESCRIPTOR	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.
GRADE LEVEL EXPECTATION	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. (W.6.2) (DOK 3,4)
GRADE LEVEL EXPECTATION	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (W.6.2) (DOK 3,4)
GRADE LEVEL EXPECTATION	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (W.6.2) (DOK 3,4)
GRADE LEVEL EXPECTATION	W.6.2.e.	Establish and maintain a formal style. (W.6.2) (DOK 3,4)
GRADE LEVEL EXPECTATION	W.6.2.f.	Provide a concluding statement or section that follows from the information or explanation presented. (W.6.2) (DOK 3,4)
STRAND / COURSE	IA.W.6.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
DETAILED DESCRIPTOR	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) (W.6.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6) (W.6.5) (DOK 1,2,3,4)

DETAILED DESCRIPTOR	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. (W.6.6) (DOK 1,2)
STRAND / COURSE	IA.W.6.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
DETAILED DESCRIPTOR	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. (W.6.7) (DOK 3,4)
DETAILED DESCRIPTOR	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. (W.6.8) (DOK 1,2,3,4)
STRAND / COURSE	IA.W.6.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
DETAILED DESCRIPTOR	W.6.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
GRADE LEVEL 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 (W.6.9) (DOK 2,3,4)
STRAND / COURSE	IA.W.6.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
DETAILED DESCRIPTOR	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. (W.6.10) (DOK 1,2,3,4)
STRAND / COURSE	IA.SL.6.	Speaking and Listening Standards
ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	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.
GRADE LEVEL 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. (SL.6.1) (DOK 1,2,3)
GRADE LEVEL EXPECTATION	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. (SL.6.1) (DOK 1,2,3)

STRAND / COURSE	IA.L.6.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). (L.6.1) (DOK 1)
GRADE LEVEL 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. (L.6.1) (DOK 1)
STRAND / COURSE	IA.L.6.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.6.2.b.	Spell correctly. (L.6.2) (DOK 1)
STRAND / COURSE	IA.L.6.	Language Standards
	IA.L.6.	Vocabulary Acquisition and Use
ESSENTIAL CONCEPT	L.6.4.	
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade
ESSENTIAL CONCEPT AND/OR SKILL DET AILED DESCRIPT OR GRADE LEVEL	L.6.4.	Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a
ESSENTIAL CONCEPT AND/OR SKILL DET AILED DESCRIPT OR GRADE LEVEL EXPECTATION	L.6.4. L.6.4.a.	Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (L.6.4) (DOK 1,2) Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in
ESSENTIAL CONCEPT AND/OR SKILL DET AILED DESCRIPT OR GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION	L.6.4.a. L.6.4.d.	Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (L.6.4) (DOK 1,2) 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). (L.6.4) (DOK 1,2)

UNIT 9: FORMAL CRITIQUE Week 22 Page 203-219

lowa Student Standards
Language Arts
Grade 6 - Adopted: 2016

STRAND / COURSE

IA.RL.6. Reading Standards for Literature

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	RL.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RL.6.1) (DOK 1,2,3)
DETAILED DESCRIPTOR	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. (RL.6.2) (DOK 2,3)
DETAILED DESCRIPTOR	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. (RL.6.3) (DOK 2,3)
STRAND / COURSE	IA.RL.6.	Reading Standards for Literature
ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
DETAILED DESCRIPTOR	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. (RL.6.4) (DOK 1,2,3)
DETAILED DESCRIPTOR	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. (RL.6.5) (DOK 2,3)
DETAILED DESCRIPTOR	RL.6.6.	Explain how an author develops the point of view (perspective) of the narrator or speaker in a text. (RL.6.6) (DOK 2,3,4)
STRAND / COURSE	IA.RL.6.	Reading Standards for Literature
	IA.RL.6.	Reading Standards for Literature Range of Reading and Level of Text Complexity
ESSENTIAL CONCEPT	IA.RL.6. RL.6.10.	
ESSENTIAL CONCEPT AND/OR SKILL		Range of Reading and Level of Text Complexity 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. Read on-level text, both silently
ESSENTIAL CONCEPT AND/OR SKILL DETAILED DESCRIPTOR STRAND /	RL.6.10.	Range of Reading and Level of Text Complexity 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. Read on-level text, both silently and orally, at an appropriate rate with accuracy and fluency to support comprehension. (RL.6.10) (DOK 1,2)
ESSENTIAL CONCEPT AND/OR SKILL DETAILED DESCRIPTOR STRAND / COURSE ESSENTIAL CONCEPT	RL.6.10.	Range of Reading and Level of Text Complexity 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. Read on-level text, both silently and orally, at an appropriate rate with accuracy and fluency to support comprehension. (RL.6.10) (DOK 1,2) Reading Standards for Informational Text
ESSENTIAL CONCEPT AND/OR SKILL DETAILED DESCRIPTOR STRAND / COURSE ESSENTIAL CONCEPT AND/OR SKILL DETAILED	RL.6.10.	Range of Reading and Level of Text Complexity 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. Read on-level text, both silently and orally, at an appropriate rate with accuracy and fluency to support comprehension. (RL.6.10) (DOK 1,2) Reading Standards for Informational Text Key Ideas and Details Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
ESSENTIAL CONCEPT AND/OR SKILL DETAILED DESCRIPTOR STRAND / COURSE ESSENTIAL CONCEPT AND/OR SKILL DETAILED DESCRIPTOR	RL.6.10. IA.RI.6. Rl.6.1.	Range of Reading and Level of Text Complexity 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. Read on-level text, both silently and orally, at an appropriate rate with accuracy and fluency to support comprehension. (RL.6.10) (DOK 1,2) Reading Standards for Informational Text Key Ideas and Details Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RI.6.1) (DOK 1,2,3) Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text

ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
DETAILED DESCRIPTOR	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (RI.6.4) (DOK 1,2,3)
DETAILED DESCRIPTOR	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. (RI.6.5) (DOK 2,3)
STRAND / COURSE	IA.RI.6.	Reading Standards for Informational Text
ESSENTIAL CONCEPT AND/OR SKILL		Integration of Knowledge and Ideas
DETAILED DESCRIPTOR	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. (RI.6.7) (DOK 3,4)
STRAND / COURSE	IA.W.6.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DET AILED DESCRIPT OR	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.
GRADE LEVEL EXPECTATION	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (W.6.2) (DOK 3,4)
STRAND / COURSE	IA.W.6.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DETAILED DESCRIPTOR	W.6.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
GRADE LEVEL EXPECTATION	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. (W.6.3) (DOK 3,4)
GRADE LEVEL EXPECTATION	W.6.3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. (W.6.3) (DOK 3,4)
GRADE LEVEL EXPECTATION	W.6.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. (W.6.3) (DOK 3,4)
GRADE LEVEL EXPECTATION	W.6.3.e.	Provide a conclusion that follows from the narrated experiences or events. (W.6.3) (DOK 3,4)
STRAND / COURSE	IA.W.6.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing

DETAILED DESCRIPTOR	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) (W.6.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6) (W.6.5) (DOK 1,2,3,4)
DETAILED DESCRIPTOR	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. (W.6.6) (DOK 1,2)
STRAND / COURSE	IA.W.6.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
DETAILED DESCRIPTOR	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. (W.6.8) (DOK 1,2,3,4)
STRAND / COURSE	IA.W.6.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
DETAILED DESCRIPTOR	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. (W.6.10) (DOK 1,2,3,4)
STRAND / COURSE	IA.SL.6.	Speaking and Listening Standards
ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DET AILED DESCRIPT OR	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.
GRADE LEVEL 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. (SL.6.1) (DOK 1,2,3)
GRADE LEVEL EXPECTATION	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. (SL.6.1) (DOK 1,2,3)
GRADE LEVEL 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. (SL.6.1) (DOK 1,2,3)
STRAND / COURSE	IA.L.6.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English

DET AILED DESCRIPT OR	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). (L.6.1) (DOK 1)
GRADE LEVEL 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. (L.6.1) (DOK 1)
STRAND / COURSE	IA.L.6.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DET AILED DESCRIPTOR	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.6.2.b.	Spell correctly. (L.6.2) (DOK 1)
STRAND / COURSE	IA.L.6.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Knowledge of Language
DET AILED DESCRIPT OR	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE LEVEL EXPECTATION	L.6.3.b.	Maintain consistency in style and tone. (L.6.3) (DOK 2,3)
STRAND /	IA.L.6.	Language Standards
COURSE		
		Vocabulary Acquisition and Use
ESSENTIAL CONCEPT	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.
ESSENTIAL CONCEPT AND/OR SKILL DETAILED	L.6.4. L.6.4.a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade
ESSENTIAL CONCEPT AND/OR SKILL DET AILED DESCRIPTOR GRADE LEVEL		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
ESSENTIAL CONCEPT AND/OR SKILL DET AILED DESCRIPT OR GRADE LEVEL EXPECTATION GRADE LEVEL	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 clue to the meaning of a word or phrase. (L.6.4) (DOK 1,2) Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in
ESSENTIAL CONCEPT AND/OR SKILL DET AILED DESCRIPTOR GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION STRAND /	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. (L.6.4) (DOK 1,2) 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). (L.6.4) (DOK 1,2)
ESSENTIAL CONCEPT AND/OR SKILL DET AILED DESCRIPT OR GRADE LEVEL EXPECTATION STRAND / COURSE ESSENTIAL CONCEPT	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. (L.6.4) (DOK 1,2) 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). (L.6.4) (DOK 1,2) Language Standards

STRAND /	IA.L.6.	Language Standards
COURSE		

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	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. (L.6.6) (DOK 1,2)

UNIT 9: FORMAL CRITIQUE Week 23 Page 221-230

Iowa Student Standards Language Arts Grade 6 - Adopted: 2016

STRAND /	IA.RL.6.	Readii
COURSE		

ing Standards for Literature

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	RL.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RL.6.1) (DOK 1,2,3)
DETAILED DESCRIPTOR	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. (RL.6.2) (DOK 2,3)
DETAILED DESCRIPTOR	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. (RL.6.3) (DOK 2,3)

STRAND / COURSE

IA.RL.6. Reading Standards for Literature

ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
DETAILED DESCRIPTOR	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. (RL.6.4) (DOK 1,2,3)
DETAILED DESCRIPTOR	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. (RL.6.5) (DOK 2,3)
DETAILED DESCRIPTOR	RL.6.6.	Explain how an author develops the point of view (perspective) of the narrator or speaker in a text. (RL.6.6) (DOK 2,3,4)

STRAND / COURSE

IA.RL.6. Reading Standards for Literature

ESSENTIAL CONCEPT AND/OR SKILL		Range of Reading and Level of Text Complexity
DETAILED	RL.6.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text

DESCRIPTOR

complexity band proficiently, with scaffolding as needed at the high end of the range. Read on-level text, both silently and orally, at an appropriate rate with accuracy and fluency to support comprehension. (RL.6.10) (DOK 1,2)

COURSE	STRAND / COURSE	IA.RI.6.	Reading Standards for Informational Text
--------	--------------------	----------	--

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RI.6.1) (DOK 1,2,3)
DETAILED DESCRIPTOR	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. (RI.6.2) (DOK 2,3)
DETAILED DESCRIPTOR	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). (RI.6.3) (DOK 2,3,4)
STRAND / COURSE	IA.RI.6.	Reading Standards for Informational Text
ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
DETAILED DESCRIPTOR	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (RI.6.4) (DOK 1,2,3)
DETAILED DESCRIPTOR	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. (RI.6.5) (DOK 2,3)
STRAND / COURSE	IA.RI.6.	Reading Standards for Informational Text
ESSENTIAL CONCEPT AND/OR SKILL		Integration of Knowledge and Ideas
DETAILED DESCRIPTOR	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. (RI.6.7) (DOK 3,4)
STRAND / COURSE	IA.W.6.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DET AILED DESCRIPT OR	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.
GRADE LEVEL EXPECTATION	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (W.6.2) (DOK 3,4)
STRAND / COURSE	IA.W.6.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DETAILED DESCRIPTOR	W.6.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

GRADE LEVEL EXPECTATION	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. (W.6.3) (DOK 3,4)
GRADE LEVEL EXPECTATION	W.6.3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. (W.6.3) (DOK 3,4)
GRADE LEVEL EXPECTATION	W.6.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. (W.6.3) (DOK 3,4)
GRADE LEVEL EXPECTATION	W.6.3.e.	Provide a conclusion that follows from the narrated experiences or events. (W.6.3) (DOK 3,4)
STRAND / COURSE	IA.W.6.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
DETAILED DESCRIPTOR	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) (W.6.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6) (W.6.5) (DOK 1,2,3,4)
DETAILED DESCRIPTOR	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. (W.6.6) (DOK 1,2)
STRAND / COURSE	IA.W.6.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
DETAILED DESCRIPTOR	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. (W.6.8) (DOK 1,2,3,4)
STRAND / COURSE	IA.W.6.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
DETAILED DESCRIPTOR	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. (W.6.10) (DOK 1,2,3,4)
STRAND / COURSE	IA.SL.6.	Speaking and Listening Standards
ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration

DEFAILED DESCRIPTOR SL6.1. Engage effectively in a range of collaborative discussions (one-on-on-on, in groups, and teacher-led) withir own clearly. GRADE LEVEL SL6.1. Come to discussions prepared, having read or studied required material, explicitly draw on that preparation by referring to evidence on the bpic, text, or issue to proce and reflect on ideas under discussion. (SL6.1) (DOK 12.3) GRADE LEVEL DEFECTATION SL6.1. Come to discussions prepared, having read or studied required material, explicitly draw on that preparation by referring to evidence on the bpic, text, or issue to proce and reflect on ideas under discussion. (SL6.1) (DOK 12.3) GRADE LEVEL DEFECTATION SL6.1. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the bpic. text, or issue under discussions. (SL6.1) (DOK 12.3) STRAND I IAL.6. Language Standards COURSE SESSINTIAL CONCEPT AND/OR SMLL DETAILED DESCRIPTOR L6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. GRADE LEVEL EXPECTATION GRADE LEVEL L6.1. Recognize and correct vague pronours (i.e. ones with unclear or ambiguous antecedents). (L6.1) (DOK 1) EXTRAND I CALC. GRADE LEVEL EXPECTATION GRADE LEVEL L6.1. Language Standards COURSE GRADE LEVEL L6.2. Demonstrate command of the conventions of standard English in their own and others' widing and speaking, and identify and use strategies to improve expression in conventoral language. (L6.1) (DOK 1) STRAND I CALC. L6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and speaking when writing. GRADE LEVEL L6.3. Demonstrate command of the conventions of standard English capitalization, punctuation, and speaking when writing. STRAND I L6.2. Demonstrate command of the conventions when writing, speaking, reading, or listening. STRAND I L6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. GRADE LEVEL L6.3. Determing or clarify the mean			
referring to evidence on the topic, text or issue to probe and reflect on ideas under discussion. (SL.6.1) (DOK 12.3) GRADE LEVEL SL.6.10. Follow rides for collegial discussions, set specific goals and deadlines, and define individual roles as needed. (SL.6.1) (DOK 12.3) GRADE LEVEL SL.6.10. Pose and respond to specific goals in deadlines, and define individual roles as needed. (SL.6.1) (DOK 12.3) STRAND I AL.6. Language Standards Conventions of Standard English Conventions of Standard English GRADE LEVEL SC.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. GRADE LEVEL SC.6.1. Recognize and convectvague pronouns (i.e., ones with unclear or ambiguous antecedens), (i.6.1) (DOK 1) EPPECTATION GRADE LEVEL L.6.1. Recognize and convectvague pronouns (i.e., ones with unclear or ambiguous antecedens), (i.6.1) (DOK 1) EPPECTATION GRADE LEVEL L.6.1. Recognize availations from standard English in their own and others' writing and speaking, and identify and use oxisting sets is improve expression in conventional linguage, (i.6.1) (DOK 1) STRAND I COURSE ESSENTIAL CONCEPT ANDOR SKILL DETAILED L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and performance of Standard English Concept (i.6.2) (DOK 1) STRAND I L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and performance of Standard English Concept (i.6.2) (DOK 1) STRAND I L.6.2. Demonstrate command of the conventions when writing, speaking, reading, or listening. GRADE LEVEL L.6.3. Maintain consistency in style and time, (i.6.3) (DOK 2.3) ESSENTIAL CONCEPT L.6.3. Maintain consistency in style and time, (i.6.3) (DOK 2.3) ESSENTIAL CONCEPT L.6.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade		SL.6.1.	with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing
GRADE LEVEL EXPECTATION St. 8.1.0 Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion (St. 6.1) (DOK 12.3) STRAND / COURSE ESSENTIAL CONCEPT ANDOR SKILL DEMONSTRATE LEVEL ESSENTIAL CONCEPT ANDOR SKILL DEMONSTRATE COMMENT EXPECTATION L6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. GRADE LEVEL L6.1. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents), (L6.1) (DOK 1) EXPECTATION L6.1. Recognize variations from standard English in their own and others writing and speaking, and identify and use strategies to improve expression in conventional language, (L6.1) (DOK 1) STRAND / COURSE ESSENTIAL CONCEPT ANDOR SKILL DETAILED DETAILED DETAILED DETAILED DETAILED DETAILED DETAILED DETAILED CONCEPT ANDOR SKILL L6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and speaking and spe		SL.6.1.a.	
text or issue under discussion. (St.6.1) (DOK 12,3) STRAND / COURSE IAL.6. Language Standards Conventions of Standard English Conventions of Standard English DETAILED DESCRIPTOR GRADE LEVEL L6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. GRADE LEVEL L6.1.6. Recognize and correct vague pronours (i.e., ones with unclear or ambiguous antecedents). (i.6.1) (DOK 1) GRADE LEVEL L6.1. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. (i.6.1) (DOK 1) STRAND / COURSE Conventions of Standards Conventions of Standard English Conventions of Standard English DESCRIPTOR L6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and pelling when writing. GRADE LEVEL L6.2. Spell correctly. (i.6.2) (DOK 1) STRAND / COURSE Knowledge of Language COURSE Knowledge of Language and its conventions when writing, speaking, reading, or listening. GRADE LEVEL L6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. STRAND / COURSE GRADE LEVEL L6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. STRAND / COURSE IA.6. Language Standards Vocabulary Acquisition and Use NOOVER SKILL DETAILED L6.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade		SL.6.1.b.	
ESSENTIAL CONCEPT AND/OR SKILL DETAILED DESCRIPTOR L6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. GRADE LEVEL EXPECTATION CRADE LEVEL EXPECTATION L6.1. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). (i.6.1) (DOK 1) GRADE LEVEL EXPECTATION L6.1. Recognize variations from standard English in their own and others' writing and speaking, and identify and use EXPECTATION STRAND / COURSE ESSENTIAL CONCEPT AND/OR SKILL DETAILED DESCRIPTOR L6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. GRADE LEVEL EXPECTATION IA.L6. Language Standards COURSE ESSENTIAL CONCEPT AND/OR SKILL DETAILED DESCRIPTOR IA.L6. Language Standards Knowledge of Language ESSENTIAL CONCEPT AND/OR SKILL DETAILED DESCRIPTOR IA.L6. Language Standards COURSE ESSENTIAL CONCEPT AND/OR SKILL DETAILED L6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. GRADE LEVEL EXPECTATION IA.L6. Language Standards COURSE ESSENTIAL CONCEPT AND/OR SKILL DETAILED L6.3. Maintain consistency in style and tone, (i.6.3) (DOK 2.3) ESSENTIAL CONCEPT AND/OR SKILL DETAILED L6.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade		SL.6.1.c.	
CONCEPT AND/OR SKILL DETAILED DESCRIPTOR L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. GRADE LEVEL E.6.1. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). (i.6.1) (DOK 1) GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION IA.6. Language Standards COURSE Language Standards Conventions of Standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. (i.6.1) (DOK 1) STRAND / COURSE L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and specific spe		IA.L.6.	Language Standards
Speaking. Speaking.	CONCEPT		Conventions of Standard English
EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL Strategies to improve expression in conventional language. (L.6.1) (DOK 1) STRAND / COURSE ESSENTIAL CONCEPT AND/OR SKILL DET AILED DESCRIPTOR L6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and speaking when writing. GRADE LEVEL EXPECTATION STRAND / COURSE ESSENTIAL CONCEPT AND/OR SKILL DET AILED DESCRIPTOR L6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and speaking when writing. GRADE LEVEL EXPECTATION Knowledge of Language ESSENTIAL CONCEPT AND/OR SKILL DET AILED DESCRIPTOR L6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. GRADE LEVEL L6.3. Maintain consistency in style and tone. (L6.3) (DOK 2.3) EXPECTATION STRAND / COURSE ESSENTIAL CONCEPT AND/OR SKILL DET AILED L6.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade DETAILED L6.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade		L.6.1.	
STRAND / COURSE ESSENTIAL CONCEPT AND/OR SKILL DET AILED DESCRIPTOR IA.L.6. Language Standards Conventions of Standard English ADDESCRIPTOR L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. GRADE LEVEL L.6.2.b. Spell correctly. (L.6.2) (DOK 1) STRAND / COURSE Knowledge of Language Knowledge of Language Knowledge of Language and its conventions when writing, speaking, reading, or listening. DET AILED DESCRIPTOR IA.L.6. Language Standards Use knowledge of language and tone. (L.6.3) (DOK 2.3) STRAND / COURSE L.6.3.b. Maintain consistency in style and tone. (L.6.3) (DOK 2.3) STRAND / COURSE ESSENTIAL CONCEPT AND/OR SKILL Vocabulary Acquisition and Use DET AILED L.6.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade		L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). (L.6.1) (DOK 1)
ESSENTIAL CONCEPT AND/OR SKILL DETAILED DESCRIPTOR L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. GRADE LEVEL EXPECTATION STRAND / COURSE ESSENTIAL CONCEPT AND/OR SKILL DETAILED DESCRIPTOR L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. GRADE LEVEL EXPECTATION Knowledge of language and its conventions when writing, speaking, reading, or listening. GRADE LEVEL EXPECTATION STRAND / COURSE L.6.3. Maintain consistency in style and tone. (L.6.3) (DOK 2.3) STRAND / COURSE ESSENTIAL CONCEPT AND/OR SKILL Vocabulary Acquisition and Use DETAILED DETAILED DETAILED DETAILED L.6.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade		L.6.1.e.	
CONCEPT AND/OR SKILL DET AILED DESCRIPTOR L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. GRADE LEVEL EXPECTATION STRAND / COURSE ESSENTIAL CONCEPT AND/OR SKILL DET AILED DESCRIPTOR L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. GRADE LEVEL EXPECTATION STRAND / L.6.3. Maintain consistency in style and tone. (L.6.3) (DOK 2,3) STRAND / COURSE ESSENTIAL CONCEPT AND/OR SKILL Vocabulary Acquisition and Use DET AILED DET AILED L.6.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade		IA.L.6.	Language Standards
Spelling when writing.	CONCEPT		Conventions of Standard English
STRAND / COURSE IA.L.6. Language Standards ESSENTIAL CONCEPT AND/OR SKILL DETAILED DESCRIPTOR CRADE LEVEL EXPECTATION STRAND / COURSE IA.L.6. Language Standards L.6.3. Maintain consistency in style and tone. (L.6.3) (DOK 2,3) STRAND / COURSE IA.L.6. Language Standards Vocabulary Acquisition and Use DETAILED L.6.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade		L.6.2.	
ESSENTIAL CONCEPT AND/OR SKILL DET AILED DESCRIPTOR L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. GRADE LEVEL EXPECTATION STRAND / COURSE ESSENTIAL CONCEPT AND/OR SKILL DET AILED L.6.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade		L.6.2.b.	Spell correctly. (L.6.2) (DOK 1)
CONCEPT AND/OR SKILL DETAILED DESCRIPTOR L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. GRADE LEVEL EXPECTATION STRAND / COURSE IA.L.6. Language Standards Vocabulary Acquisition and Use Vocabulary Acquisition and Use DETAILED L.6.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade		IA.L.6.	Language Standards
GRADE LEVEL EXPECTATION STRAND / COURSE ESSENTIAL CONCEPT AND/OR SKILL DET AILED L.6.3.b. Maintain consistency in style and tone. (L.6.3) (DOK 2,3) Maintain consistency in style and tone. (L.6.3) (DOK 2,3) L.6.3.b. Maintain consistency in style and tone. (L.6.3) (DOK 2,3) Vocabulary Acquisition and Use Vocabulary Acquisition and Use DET AILED L.6.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade	CONCEPT		Knowledge of Language
STRAND / IA.L.6. Language Standards ESSENTIAL CONCEPT AND/OR SKILL DETAILED L.6.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade		L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
ESSENTIAL CONCEPT AND/OR SKILL DETAILED L.6.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade		L.6.3.b.	Maintain consistency in style and tone. (L.6.3) (DOK 2,3)
CONCEPT AND/OR SKILL DET AILED L.6.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade		IA.L.6.	Language Standards
	CONCEPT		Vocabulary Acquisition and Use
		L.6.4.	

GRADE LEVEL EXPECTATION	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. (L.6.4) (DOK 1,2)
GRADE LEVEL EXPECTATION	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). (L.6.4) (DOK 1,2)
STRAND / COURSE	IA.L.6.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DET AILED DESCRIPT OR	L.6.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
GRADE LEVEL EXPECTATION	L.6.5.a.	Interpret figures of speech (e.g., personification) in context. (L.6.5) (DOK 1,2,3)
STRAND / COURSE	IA.L.6.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	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. (L.6.6) (DOK 1,2)

UNIT 9: FORMAL CRITIQUE Week 24 Page 231-334

lowa Student Standards
Language Arts
Grade 6 - Adopted: 2016

STRAND / IA.RL.6. Reading Standards for Literature COURSE

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	RL.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RL.6.1) (DOK $1,2,3$)
DETAILED DESCRIPTOR	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. (RL.6.2) (DOK 2,3)
STRAND / COURSE	IA.RL.6.	Reading Standards for Literature

COURSE		
ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
DETAILED DESCRIPTOR	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. (RL.6.4) (DOK 1,2,3)
STRAND / COURSE	IA.RL.6.	Reading Standards for Literature

ESSENTIAL CONCEPT AND/OR SKILL		Range of Reading and Level of Text Complexity
DETAILED DESCRIPTOR	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. Read on-level text, both silently and orally, at an appropriate rate with accuracy and fluency to support comprehension. (RL.6.10) (DOK 1,2)
STRAND / COURSE	IA.RI.6.	Reading Standards for Informational Text
ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RI.6.1) (DOK 1,2,3)
DETAILED DESCRIPTOR	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. (RI.6.2) (DOK 2,3)
DETAILED DESCRIPTOR	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). (RI.6.3) (DOK 2,3,4)
STRAND / COURSE	IA.RI.6.	Reading Standards for Informational Text
ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
DETAILED DESCRIPTOR	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (RI.6.4) (DOK 1,2,3)
DETAILED DESCRIPTOR	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. (RI.6.5) (DOK 2,3)
STRAND / COURSE	IA.RI.6.	Reading Standards for Informational Text
ESSENTIAL CONCEPT AND/OR SKILL		Integration of Knowledge and Ideas
DETAILED DESCRIPTOR	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. (RI.6.7) (DOK 3,4)
STRAND / COURSE	IA.W.6.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
DETAILED DESCRIPTOR	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6) (W.6.5) (DOK 1,2,3,4)

DETAILED DESCRIPTOR	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. (W.6.6) (DOK 1,2)
STRAND / COURSE	IA.W.6.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
DETAILED DESCRIPTOR	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. (W.6.10) (DOK 1,2,3,4)
STRAND / COURSE	IA.L.6.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DET AILED DESCRIPT OR	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). (L.6.1) (DOK 1)
GRADE LEVEL 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. (L.6.1) (DOK 1)
STRAND / COURSE	IA.L.6.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DET AILED DESCRIPTOR	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.6.2.b.	Spell correctly. (L.6.2) (DOK 1)
STRAND / COURSE	IA.L.6.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DET AILED DESCRIPT OR	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.
GRADE LEVEL EXPECTATION	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. (L.6.4) (DOK 1,2)
GRADE LEVEL EXPECTATION	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). (L.6.4) (DOK 1,2)

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	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. (L.6.6) (DOK 1,2)