

Structure and Style for Students

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

Illinois Learning Standards

Language Arts

Grade 6 - Adopted: 2010 (CCSS) / Implemented 2013

**STATE GOAL /
DISCIPLINARY
CONCEPT**

College and Career Readiness Anchor Standards for Reading

| LEARNING STANDARD / DISCIPLINE | Key Ideas and Details |
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| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.R. 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.R. 3 Analyze how and why individuals, events, or ideas develop and interact over the course of a text. |

**STATE GOAL /
DISCIPLINARY
CONCEPT**

College and Career Readiness Anchor Standards for Reading

| LEARNING STANDARD / DISCIPLINE | Craft and Structure |
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| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.R. 4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. |
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.R. 5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. |

**STATE GOAL /
DISCIPLINARY
CONCEPT**

College and Career Readiness Anchor Standards for Reading

| LEARNING STANDARD / DISCIPLINE | Integration of Knowledge and Ideas |
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| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.R. 7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. |

**STATE GOAL /
DISCIPLINARY
CONCEPT**

College and Career Readiness Anchor Standards for Reading

| LEARNING STANDARD / DISCIPLINE | Range of Reading and Level of Text Complexity |
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| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.R. 10 | Read and comprehend complex literary and informational texts independently and proficiently. |
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**STATE GOAL /
DISCIPLINARY
CONCEPT** **College and Career Readiness Anchor Standards for Writing**

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| LEARNING STANDARD / DISCIPLINE | | Text Types and Purposes |
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| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. 2 | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
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**STATE GOAL /
DISCIPLINARY
CONCEPT** **College and Career Readiness Anchor Standards for Writing**

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| LEARNING STANDARD / DISCIPLINE | | Production and Distribution of Writing |
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| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. 4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
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| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. 5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
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**STATE GOAL /
DISCIPLINARY
CONCEPT** **College and Career Readiness Anchor Standards for Writing**

| | | |
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| LEARNING STANDARD / DISCIPLINE | | Research to Build and Present Knowledge |
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| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. 8 | Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. |
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**STATE GOAL /
DISCIPLINARY
CONCEPT** **College and Career Readiness Anchor Standards for Writing**

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| LEARNING STANDARD / DISCIPLINE | | Range of Writing |
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| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. 10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
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**STATE GOAL /
DISCIPLINARY
CONCEPT** **College and Career Readiness Anchor Standards for Speaking and Listening**

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| LEARNING STANDARD / DISCIPLINE | | Comprehension and Collaboration |
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| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.S L.1 | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. |
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STATE GOAL / DISCIPLINARY CONCEPT **College and Career Readiness Anchor Standards for Speaking and Listening**

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| LEARNING STANDARD / DISCIPLINE | | Presentation of Knowledge and Ideas |
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| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.S L.4 | Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. |
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| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.S L.6 | Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. |
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STATE GOAL / DISCIPLINARY CONCEPT **College and Career Readiness Anchor Standards for Language**

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| LEARNING STANDARD / DISCIPLINE | | Conventions of Standard English |
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| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.L.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
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STATE GOAL / DISCIPLINARY CONCEPT **College and Career Readiness Anchor Standards for Language**

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| LEARNING STANDARD / DISCIPLINE | | Knowledge of Language |
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| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.L.3 | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. |
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STATE GOAL / DISCIPLINARY CONCEPT **College and Career Readiness Anchor Standards for Language**

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| LEARNING STANDARD / DISCIPLINE | | Vocabulary Acquisition and Use |
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| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.L.4 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. |
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| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.L.6 | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. |
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STATE GOAL / DISCIPLINARY CONCEPT **Reading Standards for Informational Text**

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| LEARNING STANDARD / DISCIPLINE | | Key Ideas and Details |
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| DESCRIPTOR / CONTENT DISCIPLINE | RI.6.1 | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
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| DESCRIPTOR / CONTENT DISCIPLINE | 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. |
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| DESCRIPTOR / CONTENT DISCIPLINE | 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). |
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STATE GOAL / DISCIPLINARY CONCEPT **Reading Standards for Informational Text**

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| LEARNING STANDARD / DISCIPLINE | | Craft and Structure |
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| DESCRIPTOR / CONTENT DISCIPLINE | RI.6.4 | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings |
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| DESCRIPTOR / CONTENT DISCIPLINE | 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. |
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STATE GOAL / DISCIPLINARY CONCEPT **Reading Standards for Informational Text**

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| LEARNING STANDARD / DISCIPLINE | | Integration of Knowledge and Ideas |
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| DESCRIPTOR / CONTENT DISCIPLINE | 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. |
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STATE GOAL / DISCIPLINARY CONCEPT **Writing Standards**

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| LEARNING STANDARD / DISCIPLINE | | Text Types and Purposes |
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| DESCRIPTOR / CONTENT DISCIPLINE | 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. |
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| STANDARD | 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. |
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| STANDARD | W.6.2.b | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |
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| STANDARD | W.6.2.d | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
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**STATE GOAL /
DISCIPLINARY
CONCEPT**

Writing Standards

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| LEARNING STANDARD / DISCIPLINE | | Production and Distribution of Writing |
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| DESCRIPTOR / CONTENT DISCIPLINE | 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.) |
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| DESCRIPTOR / CONTENT DISCIPLINE | 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. |
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**STATE GOAL /
DISCIPLINARY
CONCEPT**

Writing Standards

| | | |
|---|--|--|
| LEARNING STANDARD / DISCIPLINE | | Research to Build and Present Knowledge |
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| DESCRIPTOR / CONTENT DISCIPLINE | W.6.7 | Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. |
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**STATE GOAL /
DISCIPLINARY
CONCEPT**

Writing Standards

| | | |
|---|--|-------------------------|
| LEARNING STANDARD / DISCIPLINE | | Range of Writing |
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| DESCRIPTOR / CONTENT DISCIPLINE | W.6.10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
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**STATE GOAL /
DISCIPLINARY
CONCEPT**

Speaking and Listening Standards

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| LEARNING STANDARD / DISCIPLINE | | Comprehension and Collaboration |
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| DESCRIPTOR / CONTENT DISCIPLINE | 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. |
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| STANDARD | 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. |
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| STANDARD | SL.6.1.b | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. |
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| STANDARD | 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. |
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**STATE GOAL /
DISCIPLINARY
CONCEPT**

Speaking and Listening Standards

| | | |
|---------------------------------------|--|--|
| LEARNING STANDARD / DISCIPLINE | | Presentation of Knowledge and Ideas |
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| DESCRIPTOR / CONTENT DISCIPLINE | 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. |
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| DESCRIPTOR / CONTENT DISCIPLINE | SL.6.6 | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. |
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**STATE GOAL /
DISCIPLINARY
CONCEPT**

Language Standards

| | | |
|---------------------------------------|--|--|
| LEARNING STANDARD / DISCIPLINE | | Conventions of Standard English |
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| DESCRIPTOR / CONTENT DISCIPLINE | L.6.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
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| STANDARD | 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. |
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**STATE GOAL /
DISCIPLINARY
CONCEPT**

Language Standards

| | | |
|---------------------------------------|--|---------------------------------------|
| LEARNING STANDARD / DISCIPLINE | | Vocabulary Acquisition and Use |
|---------------------------------------|--|---------------------------------------|

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| DESCRIPTOR / CONTENT DISCIPLINE | 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. |
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| STANDARD | 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. |
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| STANDARD | 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). |
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**STATE GOAL /
DISCIPLINARY
CONCEPT**

Language Standards

| | | |
|---------------------------------------|--|---------------------------------------|
| LEARNING STANDARD / DISCIPLINE | | Vocabulary Acquisition and Use |
|---------------------------------------|--|---------------------------------------|

| | | |
|---------------------------------|-------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | L.6.6 | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
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**Illinois Learning Standards
Language Arts**

Grade 6 - Adopted: 2010 (CCSS) / Implemented 2013

**STATE GOAL /
DISCIPLINARY
CONCEPT**

College and Career Readiness Anchor Standards for Reading

| LEARNING STANDARD / DISCIPLINE | | Key Ideas and Details |
|---------------------------------------|-----------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.R. 2 | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.R. 3 | Analyze how and why individuals, events, or ideas develop and interact over the course of a text. |

**STATE GOAL /
DISCIPLINARY
CONCEPT**

College and Career Readiness Anchor Standards for Reading

| LEARNING STANDARD / DISCIPLINE | | Craft and Structure |
|---------------------------------------|-----------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.R. 4 | Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. |
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.R. 5 | Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. |

**STATE GOAL /
DISCIPLINARY
CONCEPT**

College and Career Readiness Anchor Standards for Reading

| LEARNING STANDARD / DISCIPLINE | | Integration of Knowledge and Ideas |
|---------------------------------------|-----------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.R. 7 | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. |

**STATE GOAL /
DISCIPLINARY
CONCEPT**

College and Career Readiness Anchor Standards for Reading

| LEARNING STANDARD / DISCIPLINE | | Range of Reading and Level of Text Complexity |
|---------------------------------------|------------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.R. 10 | Read and comprehend complex literary and informational texts independently and proficiently. |

**STATE GOAL /
DISCIPLINARY
CONCEPT**

College and Career Readiness Anchor Standards for Writing

| LEARNING STANDARD / DISCIPLINE | | Text Types and Purposes |
|---|--|--------------------------------|
|---|--|--------------------------------|

| | | |
|---------------------------------------|--------------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. 2 | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
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**STATE GOAL /
DISCIPLINARY
CONCEPT**

College and Career Readiness Anchor Standards for Writing

| LEARNING STANDARD / DISCIPLINE | | Production and Distribution of Writing |
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| | | |
|---------------------------------------|--------------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. 4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
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| | | |
|---------------------------------------|--------------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. 5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
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| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. 6 | Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. |
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**STATE GOAL /
DISCIPLINARY
CONCEPT**

College and Career Readiness Anchor Standards for Writing

| LEARNING STANDARD / DISCIPLINE | | Research to Build and Present Knowledge |
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| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. 8 | Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. |
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| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. 9 | Draw evidence from literary or informational texts to support analysis, reflection, and research. |
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**STATE GOAL /
DISCIPLINARY
CONCEPT**

College and Career Readiness Anchor Standards for Writing

| LEARNING STANDARD / DISCIPLINE | | Range of Writing |
|---|--|-------------------------|
|---|--|-------------------------|

| | | |
|---------------------------------------|---------------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. 10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
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**STATE GOAL /
DISCIPLINARY
CONCEPT**

College and Career Readiness Anchor Standards for Speaking and Listening

| | | |
|---|--|--|
| LEARNING STANDARD / DISCIPLINE | | Comprehension and Collaboration |
|---|--|--|

DESCRIPTOR /
CONTENT
DISCIPLINE

CCRA.S
L.1

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**STATE GOAL /
DISCIPLINARY
CONCEPT**

College and Career Readiness Anchor Standards for Speaking and Listening

| | | |
|---|--|--|
| LEARNING STANDARD / DISCIPLINE | | Presentation of Knowledge and Ideas |
|---|--|--|

DESCRIPTOR /
CONTENT
DISCIPLINE

CCRA.S
L.4

Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

DESCRIPTOR /
CONTENT
DISCIPLINE

CCRA.S
L.6

Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

**STATE GOAL /
DISCIPLINARY
CONCEPT**

College and Career Readiness Anchor Standards for Language

| | | |
|---|--|--|
| LEARNING STANDARD / DISCIPLINE | | Conventions of Standard English |
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DESCRIPTOR /
CONTENT
DISCIPLINE

CCRA.L.
1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

DESCRIPTOR /
CONTENT
DISCIPLINE

CCRA.L.
2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**STATE GOAL /
DISCIPLINARY
CONCEPT**

College and Career Readiness Anchor Standards for Language

| | | |
|---|--|------------------------------|
| LEARNING STANDARD / DISCIPLINE | | Knowledge of Language |
|---|--|------------------------------|

DESCRIPTOR /
CONTENT
DISCIPLINE

CCRA.L.
3

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**STATE GOAL /
DISCIPLINARY
CONCEPT**

College and Career Readiness Anchor Standards for Language

| | | |
|---|--|---------------------------------------|
| LEARNING STANDARD / DISCIPLINE | | Vocabulary Acquisition and Use |
|---|--|---------------------------------------|

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|---------------------------------|-----------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.L. 4 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. |
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| | | |
|---------------------------------|-----------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.L. 6 | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. |
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STATE GOAL / DISCIPLINARY CONCEPT **Reading Standards for Informational Text**

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|---------------------------------------|--|------------------------------|
| LEARNING STANDARD / DISCIPLINE | | Key Ideas and Details |
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| DESCRIPTOR / CONTENT DISCIPLINE | RI.6.1 | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
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| DESCRIPTOR / CONTENT DISCIPLINE | 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. |
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| DESCRIPTOR / CONTENT DISCIPLINE | 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). |
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STATE GOAL / DISCIPLINARY CONCEPT **Reading Standards for Informational Text**

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| LEARNING STANDARD / DISCIPLINE | | Craft and Structure |
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| DESCRIPTOR / CONTENT DISCIPLINE | RI.6.4 | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings |
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| DESCRIPTOR / CONTENT DISCIPLINE | 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. |
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STATE GOAL / DISCIPLINARY CONCEPT **Reading Standards for Informational Text**

| | | |
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| LEARNING STANDARD / DISCIPLINE | | Integration of Knowledge and Ideas |
|---------------------------------------|--|---|

| | | |
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| DESCRIPTOR / CONTENT DISCIPLINE | 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. |
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STATE GOAL / DISCIPLINARY CONCEPT **Writing Standards**

| | | |
|--|--------------|--|
| LEARNING STANDARD / DISCIPLINE | | Text Types and Purposes |
| DESCRIPTOR / CONTENT DISCIPLINE | 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. |

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| STANDARD | 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. |
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| STANDARD | W.6.2.b | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |
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| STANDARD | W.6.2.d | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
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STATE GOAL / DISCIPLINARY CONCEPT **Writing Standards**

| | | |
|---------------------------------------|--|---|
| LEARNING STANDARD / DISCIPLINE | | Production and Distribution of Writing |
|---------------------------------------|--|---|

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| DESCRIPTOR / CONTENT DISCIPLINE | 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.) |
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| DESCRIPTOR / CONTENT DISCIPLINE | 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. |
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| DESCRIPTOR / CONTENT DISCIPLINE | 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. |
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STATE GOAL / DISCIPLINARY CONCEPT **Writing Standards**

| | | |
|---------------------------------------|--|--|
| LEARNING STANDARD / DISCIPLINE | | Research to Build and Present Knowledge |
|---------------------------------------|--|--|

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| DESCRIPTOR / CONTENT DISCIPLINE | W.6.7 | Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. |
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STATE GOAL / DISCIPLINARY CONCEPT **Writing Standards**

| | | |
|---------------------------------------|--|--|
| LEARNING STANDARD / DISCIPLINE | | Research to Build and Present Knowledge |
|---------------------------------------|--|--|

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| DESCRIPTOR / CONTENT DISCIPLINE | W.6.9 | Draw evidence from literary or informational texts to support analysis, reflection, and research. |
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| STANDARD | 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"). |
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**STATE GOAL /
DISCIPLINARY
CONCEPT****Writing Standards**

| LEARNING STANDARD / DISCIPLINE | | Range of Writing |
|---|--------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | 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. |

**STATE GOAL /
DISCIPLINARY
CONCEPT****Speaking and Listening Standards**

| LEARNING STANDARD / DISCIPLINE | | Comprehension and Collaboration |
|---|----------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | 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. |
| STANDARD | 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. |
| STANDARD | SL.6.1.b | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. |
| STANDARD | 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. |

**STATE GOAL /
DISCIPLINARY
CONCEPT****Speaking and Listening Standards**

| LEARNING STANDARD / DISCIPLINE | | Presentation of Knowledge and Ideas |
|---|--------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | 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. |
| DESCRIPTOR / CONTENT DISCIPLINE | SL.6.6 | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. |

**STATE GOAL /
DISCIPLINARY
CONCEPT****Language Standards**

| LEARNING STANDARD / DISCIPLINE | | Conventions of Standard English |
|---|---------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | L.6.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| STANDARD | L.6.1.d | Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). |

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| STANDARD | 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. |
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STATE GOAL / DISCIPLINARY CONCEPT

Language Standards

| | | |
|--|-------|---|
| LEARNING STANDARD / DISCIPLINE | | Conventions of Standard English |
| DESCRIPTOR / CONTENT DISCIPLINE | L.6.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |

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| STANDARD | L.6.2.b | Spell correctly. |
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STATE GOAL / DISCIPLINARY CONCEPT

Language Standards

| | | |
|--|-------|---|
| LEARNING STANDARD / DISCIPLINE | | Vocabulary Acquisition and Use |
| DESCRIPTOR / CONTENT DISCIPLINE | 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. |

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| STANDARD | 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. |
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| STANDARD | 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). |
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STATE GOAL / DISCIPLINARY CONCEPT

Language Standards

| | | |
|--|-------|--|
| LEARNING STANDARD / DISCIPLINE | | Vocabulary Acquisition and Use |
| DESCRIPTOR / CONTENT DISCIPLINE | 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. |

**Illinois Learning Standards
Language Arts
Grade 6 - Adopted: 2010 (CCSS) / Implemented 2013**

STATE GOAL / DISCIPLINARY CONCEPT

College and Career Readiness Anchor Standards for Reading

| | | |
|--|-----------|--|
| LEARNING STANDARD / DISCIPLINE | | Key Ideas and Details |
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.R. 2 | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |

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| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.R. 3 | Analyze how and why individuals, events, or ideas develop and interact over the course of a text. |
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STATE GOAL / DISCIPLINARY CONCEPT **College and Career Readiness Anchor Standards for Reading**

| | | |
|---------------------------------------|--|----------------------------|
| LEARNING STANDARD / DISCIPLINE | | Craft and Structure |
|---------------------------------------|--|----------------------------|

| | | |
|---------------------------------|-----------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.R. 4 | Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. |
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| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.R. 5 | Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. |
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STATE GOAL / DISCIPLINARY CONCEPT **College and Career Readiness Anchor Standards for Reading**

| | | |
|---------------------------------------|--|---|
| LEARNING STANDARD / DISCIPLINE | | Integration of Knowledge and Ideas |
|---------------------------------------|--|---|

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| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.R. 7 | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. |
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STATE GOAL / DISCIPLINARY CONCEPT **College and Career Readiness Anchor Standards for Reading**

| | | |
|---------------------------------------|--|--|
| LEARNING STANDARD / DISCIPLINE | | Range of Reading and Level of Text Complexity |
|---------------------------------------|--|--|

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| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.R. 10 | Read and comprehend complex literary and informational texts independently and proficiently. |
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STATE GOAL / DISCIPLINARY CONCEPT **College and Career Readiness Anchor Standards for Writing**

| | | |
|---------------------------------------|--|--------------------------------|
| LEARNING STANDARD / DISCIPLINE | | Text Types and Purposes |
|---------------------------------------|--|--------------------------------|

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| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. 2 | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
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STATE GOAL / DISCIPLINARY CONCEPT **College and Career Readiness Anchor Standards for Writing**

| | | |
|---------------------------------------|--|---|
| LEARNING STANDARD / DISCIPLINE | | Production and Distribution of Writing |
|---------------------------------------|--|---|

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|---------------------------------------|--------------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. 4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. 5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. 6 | Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. |

**STATE GOAL /
DISCIPLINARY
CONCEPT**

College and Career Readiness Anchor Standards for Writing

| | | |
|---|--|--|
| LEARNING STANDARD / DISCIPLINE | | Research to Build and Present Knowledge |
|---|--|--|

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| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. 8 | Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. |
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| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. 9 | Draw evidence from literary or informational texts to support analysis, reflection, and research. |
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**STATE GOAL /
DISCIPLINARY
CONCEPT**

College and Career Readiness Anchor Standards for Writing

| | | |
|---|--|-------------------------|
| LEARNING STANDARD / DISCIPLINE | | Range of Writing |
|---|--|-------------------------|

| | | |
|---------------------------------------|---------------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. 10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
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**STATE GOAL /
DISCIPLINARY
CONCEPT**

College and Career Readiness Anchor Standards for Speaking and Listening

| | | |
|---|--|--|
| LEARNING STANDARD / DISCIPLINE | | Comprehension and Collaboration |
|---|--|--|

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| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.S L.1 | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. |
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**STATE GOAL /
DISCIPLINARY
CONCEPT**

College and Career Readiness Anchor Standards for Speaking and Listening

| | | |
|---|--|--|
| LEARNING STANDARD / DISCIPLINE | | Presentation of Knowledge and Ideas |
|---|--|--|

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| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.S L.4 | Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. |
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| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.S L.6 | Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. |
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STATE GOAL / DISCIPLINARY CONCEPT

College and Career Readiness Anchor Standards for Language

| | | |
|--------------------------------|--|--|
| LEARNING STANDARD / DISCIPLINE | | Conventions of Standard English |
|--------------------------------|--|--|

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| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.L. 1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
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| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.L. 2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
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STATE GOAL / DISCIPLINARY CONCEPT

College and Career Readiness Anchor Standards for Language

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|--------------------------------|--|------------------------------|
| LEARNING STANDARD / DISCIPLINE | | Knowledge of Language |
|--------------------------------|--|------------------------------|

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| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.L. 3 | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. |
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STATE GOAL / DISCIPLINARY CONCEPT

College and Career Readiness Anchor Standards for Language

| | | |
|--------------------------------|--|---------------------------------------|
| LEARNING STANDARD / DISCIPLINE | | Vocabulary Acquisition and Use |
|--------------------------------|--|---------------------------------------|

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|---------------------------------|-----------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.L. 4 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. |
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| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.L. 6 | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. |
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STATE GOAL / DISCIPLINARY CONCEPT

Reading Standards for Informational Text

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|--------------------------------|--|------------------------------|
| LEARNING STANDARD / DISCIPLINE | | Key Ideas and Details |
|--------------------------------|--|------------------------------|

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| DESCRIPTOR / CONTENT DISCIPLINE | RI.6.1 | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| DESCRIPTOR / CONTENT DISCIPLINE | 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. |
| DESCRIPTOR / CONTENT DISCIPLINE | 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). |

STATE GOAL / DISCIPLINARY CONCEPT

Reading Standards for Informational Text

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|--------------------------------|--|----------------------------|
| LEARNING STANDARD / DISCIPLINE | | Craft and Structure |
|--------------------------------|--|----------------------------|

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| DESCRIPTOR / CONTENT DISCIPLINE | RI.6.4 | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings |
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|---------------------------------|--------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | 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. |
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STATE GOAL / DISCIPLINARY CONCEPT

Reading Standards for Informational Text

| | | |
|--------------------------------|--|---|
| LEARNING STANDARD / DISCIPLINE | | Integration of Knowledge and Ideas |
|--------------------------------|--|---|

| | | |
|---------------------------------|--------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | 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. |
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STATE GOAL / DISCIPLINARY CONCEPT

Writing Standards

| | | |
|--------------------------------|--|--------------------------------|
| LEARNING STANDARD / DISCIPLINE | | Text Types and Purposes |
|--------------------------------|--|--------------------------------|

| | | |
|---------------------------------|-------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | 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. |
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| STANDARD | 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. |
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| STANDARD | W.6.2.b | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |
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| STANDARD | W.6.2.d | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
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**STATE GOAL /
DISCIPLINARY
CONCEPT**

Writing Standards

| LEARNING STANDARD / DISCIPLINE | | Production and Distribution of Writing |
|---------------------------------------|-------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | 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.) |
| DESCRIPTOR / CONTENT DISCIPLINE | 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. |
| DESCRIPTOR / CONTENT DISCIPLINE | 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. |

**STATE GOAL /
DISCIPLINARY
CONCEPT**

Writing Standards

| LEARNING STANDARD / DISCIPLINE | | Research to Build and Present Knowledge |
|---------------------------------------|-------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | W.6.7 | Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. |

**STATE GOAL /
DISCIPLINARY
CONCEPT**

Writing Standards

| LEARNING STANDARD / DISCIPLINE | | Research to Build and Present Knowledge |
|---------------------------------------|---------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | W.6.9 | Draw evidence from literary or informational texts to support analysis, reflection, and research. |
| STANDARD | 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"). |

**STATE GOAL /
DISCIPLINARY
CONCEPT**

Writing Standards

| LEARNING STANDARD / DISCIPLINE | | Range of Writing |
|---------------------------------------|--------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | 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. |

**STATE GOAL /
DISCIPLINARY
CONCEPT**

Speaking and Listening Standards

| | | |
|--|---------------|--|
| LEARNING STANDARD / DISCIPLINE | | Comprehension and Collaboration |
| DESCRIPTOR / CONTENT DISCIPLINE | 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. |

| | | |
|----------|----------|---|
| STANDARD | 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. |
| STANDARD | SL.6.1.b | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. |
| STANDARD | 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. |

STATE GOAL / DISCIPLINARY CONCEPT **Speaking and Listening Standards**

| | | |
|---------------------------------------|--|--|
| LEARNING STANDARD / DISCIPLINE | | Presentation of Knowledge and Ideas |
|---------------------------------------|--|--|

| | | |
|---------------------------------|--------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | 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. |
| DESCRIPTOR / CONTENT DISCIPLINE | SL.6.6 | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. |

STATE GOAL / DISCIPLINARY CONCEPT **Language Standards**

| | | |
|---------------------------------------|--|--|
| LEARNING STANDARD / DISCIPLINE | | Conventions of Standard English |
|---------------------------------------|--|--|

| | | |
|--|--------------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | L.6.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| STANDARD | L.6.1.d | Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). |
| STANDARD | 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. |

STATE GOAL / DISCIPLINARY CONCEPT **Language Standards**

| | | |
|---------------------------------------|--|--|
| LEARNING STANDARD / DISCIPLINE | | Conventions of Standard English |
|---------------------------------------|--|--|

| | | |
|--|--------------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | L.6.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| STANDARD | L.6.2.b | Spell correctly. |

**STATE GOAL /
DISCIPLINARY
CONCEPT**

Language Standards

| | | |
|--|--------------|---|
| LEARNING STANDARD / DISCIPLINE | | Vocabulary Acquisition and Use |
| DESCRIPTOR / CONTENT DISCIPLINE | 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. |
| STANDARD | 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. |
| STANDARD | 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). |

**STATE GOAL /
DISCIPLINARY
CONCEPT**

Language Standards

| | | |
|--|--------------|---|
| LEARNING STANDARD / DISCIPLINE | | Vocabulary Acquisition and Use |
| DESCRIPTOR / CONTENT DISCIPLINE | L.6.6 | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

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

Illinois Learning Standards

Language Arts

Grade 6 - Adopted: 2010 (CCSS) / Implemented 2013

**STATE GOAL /
DISCIPLINARY
CONCEPT**

College and Career Readiness Anchor Standards for Reading

| | | |
|--|------------------|---|
| LEARNING STANDARD / DISCIPLINE | | Key Ideas and Details |
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.R. 2 | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.R. 3 | Analyze how and why individuals, events, or ideas develop and interact over the course of a text. |

**STATE GOAL /
DISCIPLINARY
CONCEPT**

College and Career Readiness Anchor Standards for Reading

| | | |
|--|------------------|--|
| LEARNING STANDARD / DISCIPLINE | | Craft and Structure |
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.R. 4 | Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. |

| | | |
|---------------------------------|-----------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.R. 6 | Assess how point of view or purpose shapes the content and style of a text. |
|---------------------------------|-----------|---|

STATE GOAL / DISCIPLINARY CONCEPT **College and Career Readiness Anchor Standards for Reading**

| | | |
|---------------------------------------|--|---|
| LEARNING STANDARD / DISCIPLINE | | Integration of Knowledge and Ideas |
|---------------------------------------|--|---|

| | | |
|---------------------------------|-----------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.R. 7 | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. |
|---------------------------------|-----------|--|

STATE GOAL / DISCIPLINARY CONCEPT **College and Career Readiness Anchor Standards for Reading**

| | | |
|---------------------------------------|--|--|
| LEARNING STANDARD / DISCIPLINE | | Range of Reading and Level of Text Complexity |
|---------------------------------------|--|--|

| | | |
|---------------------------------|------------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.R. 10 | Read and comprehend complex literary and informational texts independently and proficiently. |
|---------------------------------|------------|--|

STATE GOAL / DISCIPLINARY CONCEPT **College and Career Readiness Anchor Standards for Writing**

| | | |
|---------------------------------------|--|--------------------------------|
| LEARNING STANDARD / DISCIPLINE | | Text Types and Purposes |
|---------------------------------------|--|--------------------------------|

| | | |
|---------------------------------|-----------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. 3 | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences. |
|---------------------------------|-----------|--|

STATE GOAL / DISCIPLINARY CONCEPT **College and Career Readiness Anchor Standards for Writing**

| | | |
|---------------------------------------|--|---|
| LEARNING STANDARD / DISCIPLINE | | Production and Distribution of Writing |
|---------------------------------------|--|---|

| | | |
|---------------------------------|-----------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. 4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
|---------------------------------|-----------|--|

| | | |
|---------------------------------|-----------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. 5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
|---------------------------------|-----------|---|

| | | |
|---------------------------------|-----------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. 6 | Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. |
|---------------------------------|-----------|---|

STATE GOAL / DISCIPLINARY CONCEPT **College and Career Readiness Anchor Standards for Writing**

| | | |
|---------------------------------------|--|-------------------------|
| LEARNING STANDARD / DISCIPLINE | | Range of Writing |
|---------------------------------------|--|-------------------------|

DESCRIPTOR / CONTENT DISCIPLINE CCRA.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

STATE GOAL / DISCIPLINARY CONCEPT College and Career Readiness Anchor Standards for Speaking and Listening

| | | |
|---------------------------------------|--|--|
| LEARNING STANDARD / DISCIPLINE | | Comprehension and Collaboration |
|---------------------------------------|--|--|

DESCRIPTOR / CONTENT DISCIPLINE CCRA.S L.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

STATE GOAL / DISCIPLINARY CONCEPT College and Career Readiness Anchor Standards for Speaking and Listening

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| LEARNING STANDARD / DISCIPLINE | | Presentation of Knowledge and Ideas |
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DESCRIPTOR / CONTENT DISCIPLINE CCRA.S L.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

DESCRIPTOR / CONTENT DISCIPLINE CCRA.S L.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

STATE GOAL / DISCIPLINARY CONCEPT College and Career Readiness Anchor Standards for Language

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| LEARNING STANDARD / DISCIPLINE | | Conventions of Standard English |
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DESCRIPTOR / CONTENT DISCIPLINE CCRA.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

DESCRIPTOR / CONTENT DISCIPLINE CCRA.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

STATE GOAL / DISCIPLINARY CONCEPT College and Career Readiness Anchor Standards for Language

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| LEARNING STANDARD / DISCIPLINE | | Knowledge of Language |
|---------------------------------------|--|------------------------------|

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| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.L. 3 | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. |
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**STATE GOAL /
DISCIPLINARY
CONCEPT**

College and Career Readiness Anchor Standards for Language

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| LEARNING STANDARD / DISCIPLINE | | Vocabulary Acquisition and Use |
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| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.L. 4 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. |
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| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.L. 6 | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. |
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**STATE GOAL /
DISCIPLINARY
CONCEPT**

Reading Standards for Literature

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|---|--|------------------------------|
| LEARNING STANDARD / DISCIPLINE | | Key Ideas and Details |
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| DESCRIPTOR / CONTENT DISCIPLINE | RL.6.1 | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
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| DESCRIPTOR / CONTENT DISCIPLINE | 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. |
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| DESCRIPTOR / CONTENT DISCIPLINE | 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. |
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**STATE GOAL /
DISCIPLINARY
CONCEPT**

Reading Standards for Literature

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| LEARNING STANDARD / DISCIPLINE | | Craft and Structure |
|---|--|----------------------------|

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| DESCRIPTOR / CONTENT DISCIPLINE | 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. |
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| DESCRIPTOR / CONTENT DISCIPLINE | 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. |
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| DESCRIPTOR / CONTENT DISCIPLINE | RL.6.6 | Explain how an author develops the point of view of the narrator or speaker in a text. |
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**STATE GOAL /
DISCIPLINARY
CONCEPT**

Reading Standards for Literature

| | | |
|---------------------------------------|--|--|
| LEARNING STANDARD / DISCIPLINE | | Range of Reading and Level of Text Complexity |
|---------------------------------------|--|--|

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| DESCRIPTOR / CONTENT DISCIPLINE | 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. |
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**STATE GOAL /
DISCIPLINARY
CONCEPT**

Writing Standards

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|---------------------------------------|--|--------------------------------|
| LEARNING STANDARD / DISCIPLINE | | Text Types and Purposes |
|---------------------------------------|--|--------------------------------|

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| DESCRIPTOR / CONTENT DISCIPLINE | 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. |
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| STANDARD | W.6.2.b | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |
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**STATE GOAL /
DISCIPLINARY
CONCEPT**

Writing Standards

| | | |
|---------------------------------------|--|--------------------------------|
| LEARNING STANDARD / DISCIPLINE | | Text Types and Purposes |
|---------------------------------------|--|--------------------------------|

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| DESCRIPTOR / CONTENT DISCIPLINE | W.6.3 | Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. |
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| STANDARD | 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. |
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| STANDARD | W.6.3.b | Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. |
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| STANDARD | W.6.3.d | Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. |
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| STANDARD | W.6.3.e | Provide a conclusion that follows from the narrated experiences or events. |
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**STATE GOAL /
DISCIPLINARY
CONCEPT**

Writing Standards

| | | |
|---------------------------------------|--|---|
| LEARNING STANDARD / DISCIPLINE | | Production and Distribution of Writing |
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| DESCRIPTOR / CONTENT DISCIPLINE | 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.) |
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| | | |
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| DESCRIPTOR / CONTENT DISCIPLINE | 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. |
| DESCRIPTOR / CONTENT DISCIPLINE | 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. |
| STATE GOAL / DISCIPLINARY CONCEPT | Writing Standards | |
| LEARNING STANDARD / DISCIPLINE | Research to Build and Present Knowledge | |
| DESCRIPTOR / CONTENT DISCIPLINE | 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. |
| STATE GOAL / DISCIPLINARY CONCEPT | Writing Standards | |
| LEARNING STANDARD / DISCIPLINE | Range of Writing | |
| DESCRIPTOR / CONTENT DISCIPLINE | 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. |
| STATE GOAL / DISCIPLINARY CONCEPT | Speaking and Listening Standards | |
| LEARNING STANDARD / DISCIPLINE | Comprehension and Collaboration | |
| DESCRIPTOR / CONTENT DISCIPLINE | 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. |
| STANDARD | 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. |
| STANDARD | SL.6.1.b | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. |
| STANDARD | 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. |
| STATE GOAL / DISCIPLINARY CONCEPT | Speaking and Listening Standards | |
| LEARNING STANDARD / DISCIPLINE | Presentation of Knowledge and Ideas | |

| | | |
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| DESCRIPTOR / CONTENT DISCIPLINE | 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. |
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| DESCRIPTOR / CONTENT DISCIPLINE | SL.6.6 | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. |
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STATE GOAL / DISCIPLINARY CONCEPT **Language Standards**

| | | |
|--------------------------------|--|--|
| LEARNING STANDARD / DISCIPLINE | | Conventions of Standard English |
|--------------------------------|--|--|

| | | |
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| DESCRIPTOR / CONTENT DISCIPLINE | L.6.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
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| STANDARD | L.6.1.d | Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). |
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| STANDARD | 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. |
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STATE GOAL / DISCIPLINARY CONCEPT **Language Standards**

| | | |
|--------------------------------|--|--|
| LEARNING STANDARD / DISCIPLINE | | Conventions of Standard English |
|--------------------------------|--|--|

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| DESCRIPTOR / CONTENT DISCIPLINE | L.6.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
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| STANDARD | L.6.2.b | Spell correctly. |
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STATE GOAL / DISCIPLINARY CONCEPT **Language Standards**

| | | |
|--------------------------------|--|---------------------------------------|
| LEARNING STANDARD / DISCIPLINE | | Vocabulary Acquisition and Use |
|--------------------------------|--|---------------------------------------|

| | | |
|---------------------------------|-------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | 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. |
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| STANDARD | 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. |
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| STANDARD | 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). |
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STATE GOAL / DISCIPLINARY CONCEPT **Language Standards**

| | | |
|---------------------------------------|--|---------------------------------------|
| LEARNING STANDARD / DISCIPLINE | | Vocabulary Acquisition and Use |
|---------------------------------------|--|---------------------------------------|

DESCRIPTOR / CONTENT DISCIPLINE L.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

**Illinois Learning Standards
Language Arts
Grade 6 - Adopted: 2010 (CCSS) / Implemented 2013**

STATE GOAL / DISCIPLINARY CONCEPT **College and Career Readiness Anchor Standards for Reading**

| | | |
|---------------------------------------|--|------------------------------|
| LEARNING STANDARD / DISCIPLINE | | Key Ideas and Details |
|---------------------------------------|--|------------------------------|

DESCRIPTOR / CONTENT DISCIPLINE CCRA.R. 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

DESCRIPTOR / CONTENT DISCIPLINE CCRA.R. 3 Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

STATE GOAL / DISCIPLINARY CONCEPT **College and Career Readiness Anchor Standards for Reading**

| | | |
|---------------------------------------|--|----------------------------|
| LEARNING STANDARD / DISCIPLINE | | Craft and Structure |
|---------------------------------------|--|----------------------------|

DESCRIPTOR / CONTENT DISCIPLINE CCRA.R. 4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

DESCRIPTOR / CONTENT DISCIPLINE CCRA.R. 6 Assess how point of view or purpose shapes the content and style of a text.

STATE GOAL / DISCIPLINARY CONCEPT **College and Career Readiness Anchor Standards for Reading**

| | | |
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| LEARNING STANDARD / DISCIPLINE | | Integration of Knowledge and Ideas |
|---------------------------------------|--|---|

DESCRIPTOR / CONTENT DISCIPLINE CCRA.R. 7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

STATE GOAL / DISCIPLINARY CONCEPT **College and Career Readiness Anchor Standards for Reading**

| | | |
|---------------------------------------|--|--|
| LEARNING STANDARD / DISCIPLINE | | Range of Reading and Level of Text Complexity |
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DESCRIPTOR / CONTENT DISCIPLINE CCRA.R. 10 Read and comprehend complex literary and informational texts independently and proficiently.

STATE GOAL / DISCIPLINARY CONCEPT College and Career Readiness Anchor Standards for Writing

| | | |
|---------------------------------------|--|--------------------------------|
| LEARNING STANDARD / DISCIPLINE | | Text Types and Purposes |
|---------------------------------------|--|--------------------------------|

DESCRIPTOR / CONTENT DISCIPLINE CCRA.W. 3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

STATE GOAL / DISCIPLINARY CONCEPT College and Career Readiness Anchor Standards for Writing

| | | |
|---------------------------------------|--|---|
| LEARNING STANDARD / DISCIPLINE | | Production and Distribution of Writing |
|---------------------------------------|--|---|

DESCRIPTOR / CONTENT DISCIPLINE CCRA.W. 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

DESCRIPTOR / CONTENT DISCIPLINE CCRA.W. 5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

DESCRIPTOR / CONTENT DISCIPLINE CCRA.W. 6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

STATE GOAL / DISCIPLINARY CONCEPT College and Career Readiness Anchor Standards for Writing

| | | |
|---------------------------------------|--|-------------------------|
| LEARNING STANDARD / DISCIPLINE | | Range of Writing |
|---------------------------------------|--|-------------------------|

DESCRIPTOR / CONTENT DISCIPLINE CCRA.W. 10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

STATE GOAL / DISCIPLINARY CONCEPT College and Career Readiness Anchor Standards for Speaking and Listening

| | | |
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| LEARNING STANDARD / DISCIPLINE | | Comprehension and Collaboration |
|---------------------------------------|--|--|

DESCRIPTOR / CONTENT DISCIPLINE CCRA.S L.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**STATE GOAL /
DISCIPLINARY
CONCEPT**

College and Career Readiness Anchor Standards for Speaking and Listening

| LEARNING STANDARD / DISCIPLINE | | Presentation of Knowledge and Ideas |
|---|---------------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.S L.4 | Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. |
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.S L.6 | Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. |

**STATE GOAL /
DISCIPLINARY
CONCEPT**

College and Career Readiness Anchor Standards for Language

| LEARNING STANDARD / DISCIPLINE | | Conventions of Standard English |
|---|--------------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.L. 1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.L. 2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |

**STATE GOAL /
DISCIPLINARY
CONCEPT**

College and Career Readiness Anchor Standards for Language

| LEARNING STANDARD / DISCIPLINE | | Knowledge of Language |
|---|--------------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.L. 3 | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. |

**STATE GOAL /
DISCIPLINARY
CONCEPT**

College and Career Readiness Anchor Standards for Language

| LEARNING STANDARD / DISCIPLINE | | Vocabulary Acquisition and Use |
|---|--------------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.L. 4 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. |
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.L. 6 | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. |

**STATE GOAL /
DISCIPLINARY
CONCEPT**

Reading Standards for Literature

| LEARNING STANDARD / DISCIPLINE | | Key Ideas and Details |
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| DESCRIPTOR / CONTENT DISCIPLINE | RL.6.1 | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
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| DESCRIPTOR / CONTENT DISCIPLINE | 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. |
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| DESCRIPTOR / CONTENT DISCIPLINE | 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. |
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STATE GOAL / DISCIPLINARY CONCEPT

Reading Standards for Literature

| LEARNING STANDARD / DISCIPLINE | | Craft and Structure |
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| DESCRIPTOR / CONTENT DISCIPLINE | 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. |
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| DESCRIPTOR / CONTENT DISCIPLINE | 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. |
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| DESCRIPTOR / CONTENT DISCIPLINE | RL.6.6 | Explain how an author develops the point of view of the narrator or speaker in a text. |
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STATE GOAL / DISCIPLINARY CONCEPT

Reading Standards for Literature

| LEARNING STANDARD / DISCIPLINE | | Range of Reading and Level of Text Complexity |
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| DESCRIPTOR / CONTENT DISCIPLINE | 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. |
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STATE GOAL / DISCIPLINARY CONCEPT

Writing Standards

| LEARNING STANDARD / DISCIPLINE | | Text Types and Purposes |
|--------------------------------|--|-------------------------|
|--------------------------------|--|-------------------------|

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|---------------------------------|-------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | 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. |
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| STANDARD | W.6.2.b | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |
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**STATE GOAL /
DISCIPLINARY
CONCEPT**

Writing Standards

| LEARNING STANDARD / DISCIPLINE | | Text Types and Purposes |
|---------------------------------|---------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | W.6.3 | Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. |
| STANDARD | 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. |
| STANDARD | W.6.3.b | Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. |
| STANDARD | W.6.3.d | Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. |
| STANDARD | W.6.3.e | Provide a conclusion that follows from the narrated experiences or events. |

**STATE GOAL /
DISCIPLINARY
CONCEPT**

Writing Standards

| LEARNING STANDARD / DISCIPLINE | | Production and Distribution of Writing |
|---------------------------------|-------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | 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.) |
| DESCRIPTOR / CONTENT DISCIPLINE | 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. |
| DESCRIPTOR / CONTENT DISCIPLINE | 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. |

**STATE GOAL /
DISCIPLINARY
CONCEPT**

Writing Standards

| LEARNING STANDARD / DISCIPLINE | | Research to Build and Present Knowledge |
|---------------------------------|-------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | 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. |

**STATE GOAL /
DISCIPLINARY
CONCEPT**

Writing Standards

| LEARNING STANDARD / DISCIPLINE | | Range of Writing |
|--------------------------------|--|------------------|
|--------------------------------|--|------------------|

| | | |
|---------------------------------|--------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | W.6.10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
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STATE GOAL / DISCIPLINARY CONCEPT

Speaking and Listening Standards

| | | |
|---------------------------------|--------|--|
| LEARNING STANDARD / DISCIPLINE | | Comprehension and Collaboration |
| DESCRIPTOR / CONTENT DISCIPLINE | 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. |

| | | |
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| STANDARD | 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. |
| STANDARD | SL.6.1.b | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. |
| STANDARD | 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. |

STATE GOAL / DISCIPLINARY CONCEPT

Speaking and Listening Standards

| | | |
|--------------------------------|--|--|
| LEARNING STANDARD / DISCIPLINE | | Presentation of Knowledge and Ideas |
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| | | |
|---------------------------------|--------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | 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. |
| DESCRIPTOR / CONTENT DISCIPLINE | SL.6.6 | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. |

STATE GOAL / DISCIPLINARY CONCEPT

Language Standards

| | | |
|---------------------------------|-------|---|
| LEARNING STANDARD / DISCIPLINE | | Conventions of Standard English |
| DESCRIPTOR / CONTENT DISCIPLINE | L.6.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |

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

STATE GOAL / DISCIPLINARY CONCEPT

Language Standards

| | | |
|--|--------------|---|
| LEARNING STANDARD / DISCIPLINE | | Conventions of Standard English |
| DESCRIPTOR / CONTENT DISCIPLINE | L.6.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |

STANDARD L.6.2.b Spell correctly.

STATE GOAL / DISCIPLINARY CONCEPT

Language Standards

| | | |
|--|--------------|---|
| LEARNING STANDARD / DISCIPLINE | | Vocabulary Acquisition and Use |
| DESCRIPTOR / CONTENT DISCIPLINE | 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. |

STANDARD 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.

STANDARD 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).

STATE GOAL / DISCIPLINARY CONCEPT

Language Standards

| | | |
|--|--------------|---|
| LEARNING STANDARD / DISCIPLINE | | Vocabulary Acquisition and Use |
| DESCRIPTOR / CONTENT DISCIPLINE | L.6.6 | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

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

Illinois Learning Standards

Language Arts

Grade 6 - Adopted: 2010 (CCSS) / Implemented 2013

STATE GOAL / DISCIPLINARY CONCEPT

College and Career Readiness Anchor Standards for Reading

| | | |
|--|------------------|---|
| LEARNING STANDARD / DISCIPLINE | | Key Ideas and Details |
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.R. 2 | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.R. 3 | Analyze how and why individuals, events, or ideas develop and interact over the course of a text. |

STATE GOAL / DISCIPLINARY CONCEPT

College and Career Readiness Anchor Standards for Reading

| | | |
|---------------------------------------|--|----------------------------|
| LEARNING STANDARD / DISCIPLINE | | Craft and Structure |
|---------------------------------------|--|----------------------------|

DESCRIPTOR / CONTENT DISCIPLINE CCRA.R. 4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

DESCRIPTOR / CONTENT DISCIPLINE CCRA.R. 6 Assess how point of view or purpose shapes the content and style of a text.

STATE GOAL / DISCIPLINARY CONCEPT **College and Career Readiness Anchor Standards for Reading**

| | | |
|---------------------------------------|--|---|
| LEARNING STANDARD / DISCIPLINE | | Integration of Knowledge and Ideas |
|---------------------------------------|--|---|

DESCRIPTOR / CONTENT DISCIPLINE CCRA.R. 7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

STATE GOAL / DISCIPLINARY CONCEPT **College and Career Readiness Anchor Standards for Reading**

| | | |
|---------------------------------------|--|--|
| LEARNING STANDARD / DISCIPLINE | | Range of Reading and Level of Text Complexity |
|---------------------------------------|--|--|

DESCRIPTOR / CONTENT DISCIPLINE CCRA.R. 10 Read and comprehend complex literary and informational texts independently and proficiently.

STATE GOAL / DISCIPLINARY CONCEPT **College and Career Readiness Anchor Standards for Writing**

| | | |
|---------------------------------------|--|--------------------------------|
| LEARNING STANDARD / DISCIPLINE | | Text Types and Purposes |
|---------------------------------------|--|--------------------------------|

DESCRIPTOR / CONTENT DISCIPLINE CCRA.W. 3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

STATE GOAL / DISCIPLINARY CONCEPT **College and Career Readiness Anchor Standards for Writing**

| | | |
|---------------------------------------|--|---|
| LEARNING STANDARD / DISCIPLINE | | Production and Distribution of Writing |
|---------------------------------------|--|---|

DESCRIPTOR / CONTENT DISCIPLINE CCRA.W. 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

DESCRIPTOR / CONTENT DISCIPLINE CCRA.W. 5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. 6 | Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. |
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STATE GOAL / DISCIPLINARY CONCEPT

College and Career Readiness Anchor Standards for Writing

| | | |
|--------------------------------|--|------------------|
| LEARNING STANDARD / DISCIPLINE | | Range of Writing |
|--------------------------------|--|------------------|

| | | |
|---------------------------------|------------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. 10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
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STATE GOAL / DISCIPLINARY CONCEPT

College and Career Readiness Anchor Standards for Speaking and Listening

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|--------------------------------|--|---------------------------------|
| LEARNING STANDARD / DISCIPLINE | | Comprehension and Collaboration |
|--------------------------------|--|---------------------------------|

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| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.S L.1 | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. |
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STATE GOAL / DISCIPLINARY CONCEPT

College and Career Readiness Anchor Standards for Speaking and Listening

| | | |
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| LEARNING STANDARD / DISCIPLINE | | Presentation of Knowledge and Ideas |
|--------------------------------|--|-------------------------------------|

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| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.S L.4 | Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. |
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| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.S L.6 | Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. |
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STATE GOAL / DISCIPLINARY CONCEPT

College and Career Readiness Anchor Standards for Language

| | | |
|--------------------------------|--|---------------------------------|
| LEARNING STANDARD / DISCIPLINE | | Conventions of Standard English |
|--------------------------------|--|---------------------------------|

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| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.L. 1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
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| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.L. 2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
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STATE GOAL / DISCIPLINARY CONCEPT

College and Career Readiness Anchor Standards for Language

| | | |
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| LEARNING STANDARD / DISCIPLINE | | Knowledge of Language |
|---------------------------------------|--|------------------------------|

DESCRIPTOR / CONTENT DISCIPLINE CCRA.L. 3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

STATE GOAL / DISCIPLINARY CONCEPT **College and Career Readiness Anchor Standards for Language**

| | | |
|---------------------------------------|--|---------------------------------------|
| LEARNING STANDARD / DISCIPLINE | | Vocabulary Acquisition and Use |
|---------------------------------------|--|---------------------------------------|

DESCRIPTOR / CONTENT DISCIPLINE CCRA.L. 4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

DESCRIPTOR / CONTENT DISCIPLINE CCRA.L. 6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

STATE GOAL / DISCIPLINARY CONCEPT **Reading Standards for Literature**

| | | |
|---------------------------------------|--|------------------------------|
| LEARNING STANDARD / DISCIPLINE | | Key Ideas and Details |
|---------------------------------------|--|------------------------------|

DESCRIPTOR / CONTENT DISCIPLINE RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

DESCRIPTOR / CONTENT DISCIPLINE 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.

DESCRIPTOR / CONTENT DISCIPLINE 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.

STATE GOAL / DISCIPLINARY CONCEPT **Reading Standards for Literature**

| | | |
|---------------------------------------|--|----------------------------|
| LEARNING STANDARD / DISCIPLINE | | Craft and Structure |
|---------------------------------------|--|----------------------------|

DESCRIPTOR / CONTENT DISCIPLINE 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.

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| DESCRIPTOR / CONTENT DISCIPLINE | 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. |
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| DESCRIPTOR / CONTENT DISCIPLINE | RL.6.6 | Explain how an author develops the point of view of the narrator or speaker in a text. |
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STATE GOAL / DISCIPLINARY CONCEPT **Reading Standards for Literature**

| | | |
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| LEARNING STANDARD / DISCIPLINE | | Range of Reading and Level of Text Complexity |
|--------------------------------|--|--|

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| DESCRIPTOR / CONTENT DISCIPLINE | 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. |
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STATE GOAL / DISCIPLINARY CONCEPT **Writing Standards**

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|--------------------------------|--|--------------------------------|
| LEARNING STANDARD / DISCIPLINE | | Text Types and Purposes |
|--------------------------------|--|--------------------------------|

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| DESCRIPTOR / CONTENT DISCIPLINE | 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. |
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| STANDARD | W.6.2.b | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |
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STATE GOAL / DISCIPLINARY CONCEPT **Writing Standards**

| | | |
|--------------------------------|--|--------------------------------|
| LEARNING STANDARD / DISCIPLINE | | Text Types and Purposes |
|--------------------------------|--|--------------------------------|

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|---------------------------------|-------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | W.6.3 | Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. |
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| STANDARD | 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. |
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| STANDARD | W.6.3.b | Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. |
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| STANDARD | W.6.3.d | Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. |
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| STANDARD | W.6.3.e | Provide a conclusion that follows from the narrated experiences or events. |
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STATE GOAL / DISCIPLINARY CONCEPT **Writing Standards**

| | | |
|---------------------------------------|--|---|
| LEARNING STANDARD / DISCIPLINE | | Production and Distribution of Writing |
|---------------------------------------|--|---|

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|---------------------------------|-------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | 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.) |
|---------------------------------|-------|--|

| | | |
|---------------------------------|-------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | 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. |
|---------------------------------|-------|---|

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|---------------------------------|-------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | 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. |
|---------------------------------|-------|---|

STATE GOAL / DISCIPLINARY CONCEPT **Writing Standards**

| | | |
|---------------------------------------|--|--|
| LEARNING STANDARD / DISCIPLINE | | Research to Build and Present Knowledge |
|---------------------------------------|--|--|

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|---------------------------------|-------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | 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. |
|---------------------------------|-------|---|

STATE GOAL / DISCIPLINARY CONCEPT **Writing Standards**

| | | |
|---------------------------------------|--|-------------------------|
| LEARNING STANDARD / DISCIPLINE | | Range of Writing |
|---------------------------------------|--|-------------------------|

| | | |
|---------------------------------|--------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | W.6.10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
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STATE GOAL / DISCIPLINARY CONCEPT **Speaking and Listening Standards**

| | | |
|---------------------------------------|--|--|
| LEARNING STANDARD / DISCIPLINE | | Comprehension and Collaboration |
|---------------------------------------|--|--|

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|--|---------------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | 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. |
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| STANDARD | 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. |
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| STANDARD | SL.6.1.b | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. |
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| STANDARD | 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. |
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**STATE GOAL /
DISCIPLINARY
CONCEPT**

Speaking and Listening Standards

| | | |
|---------------------------------------|--------|---|
| LEARNING STANDARD / DISCIPLINE | | Presentation of Knowledge and Ideas |
| DESCRIPTOR / CONTENT DISCIPLINE | 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. |
| DESCRIPTOR / CONTENT DISCIPLINE | SL.6.6 | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. |

**STATE GOAL /
DISCIPLINARY
CONCEPT**

Language Standards

| | | |
|---------------------------------------|---------|---|
| LEARNING STANDARD / DISCIPLINE | | Conventions of Standard English |
| DESCRIPTOR / CONTENT DISCIPLINE | L.6.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| STANDARD | L.6.1.d | Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). |
| STANDARD | 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. |

**STATE GOAL /
DISCIPLINARY
CONCEPT**

Language Standards

| | | |
|---------------------------------------|---------|---|
| LEARNING STANDARD / DISCIPLINE | | Conventions of Standard English |
| DESCRIPTOR / CONTENT DISCIPLINE | L.6.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| STANDARD | L.6.2.b | Spell correctly. |

**STATE GOAL /
DISCIPLINARY
CONCEPT**

Language Standards

| | | |
|---------------------------------------|---------|---|
| LEARNING STANDARD / DISCIPLINE | | Vocabulary Acquisition and Use |
| DESCRIPTOR / CONTENT DISCIPLINE | 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. |
| STANDARD | 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. |
| STANDARD | 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). |

**STATE GOAL /
DISCIPLINARY
CONCEPT**

Language Standards

| | | |
|---|--|---------------------------------------|
| LEARNING STANDARD / DISCIPLINE | | Vocabulary Acquisition and Use |
|---|--|---------------------------------------|

DESCRIPTOR / L.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather
CONTENT vocabulary knowledge when considering a word or phrase important to comprehension or expression.
DISCIPLINE

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

Illinois Learning Standards

Language Arts

Grade 6 - Adopted: 2010 (CCSS) / Implemented 2013

**STATE GOAL /
DISCIPLINARY
CONCEPT**

College and Career Readiness Anchor Standards for Reading

| | | |
|---|--|------------------------------|
| LEARNING STANDARD / DISCIPLINE | | Key Ideas and Details |
|---|--|------------------------------|

DESCRIPTOR / CCRA.R. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details
CONTENT 2 and ideas.
DISCIPLINE

DESCRIPTOR / CCRA.R. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT 3
DISCIPLINE

**STATE GOAL /
DISCIPLINARY
CONCEPT**

College and Career Readiness Anchor Standards for Reading

| | | |
|---|--|----------------------------|
| LEARNING STANDARD / DISCIPLINE | | Craft and Structure |
|---|--|----------------------------|

DESCRIPTOR / CCRA.R. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative
CONTENT 4 meanings, and analyze how specific word choices shape meaning or tone.
DISCIPLINE

DESCRIPTOR / CCRA.R. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a
CONTENT 5 section, chapter, scene, or stanza) relate to each other and the whole.
DISCIPLINE

**STATE GOAL /
DISCIPLINARY
CONCEPT**

College and Career Readiness Anchor Standards for Reading

| | | |
|---|--|---|
| LEARNING STANDARD / DISCIPLINE | | Integration of Knowledge and Ideas |
|---|--|---|

DESCRIPTOR / CCRA.R. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well
CONTENT 7 as in words.
DISCIPLINE

**STATE GOAL /
DISCIPLINARY
CONCEPT**

College and Career Readiness Anchor Standards for Reading

| | | |
|---|--|--|
| LEARNING STANDARD / DISCIPLINE | | Range of Reading and Level of Text Complexity |
|---|--|--|

DESCRIPTOR /
CONTENT
DISCIPLINE

CCRA.R. 10 Read and comprehend complex literary and informational texts independently and proficiently.

**STATE GOAL /
DISCIPLINARY
CONCEPT**

College and Career Readiness Anchor Standards for Writing

| | | |
|---|--|--------------------------------|
| LEARNING STANDARD / DISCIPLINE | | Text Types and Purposes |
|---|--|--------------------------------|

DESCRIPTOR /
CONTENT
DISCIPLINE

CCRA.W. 2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**STATE GOAL /
DISCIPLINARY
CONCEPT**

College and Career Readiness Anchor Standards for Writing

| | | |
|---|--|---|
| LEARNING STANDARD / DISCIPLINE | | Production and Distribution of Writing |
|---|--|---|

DESCRIPTOR /
CONTENT
DISCIPLINE

CCRA.W. 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

DESCRIPTOR /
CONTENT
DISCIPLINE

CCRA.W. 5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

DESCRIPTOR /
CONTENT
DISCIPLINE

CCRA.W. 6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**STATE GOAL /
DISCIPLINARY
CONCEPT**

College and Career Readiness Anchor Standards for Writing

| | | |
|---|--|--|
| LEARNING STANDARD / DISCIPLINE | | Research to Build and Present Knowledge |
|---|--|--|

DESCRIPTOR /
CONTENT
DISCIPLINE

CCRA.W. 7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

DESCRIPTOR /
CONTENT
DISCIPLINE

CCRA.W. 8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

**STATE GOAL /
DISCIPLINARY
CONCEPT**

College and Career Readiness Anchor Standards for Writing

| | | |
|---------------------------------------|--|-------------------------|
| LEARNING STANDARD / DISCIPLINE | | Range of Writing |
|---------------------------------------|--|-------------------------|

DESCRIPTOR / CONTENT DISCIPLINE CCRA.W. 10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

STATE GOAL / DISCIPLINARY CONCEPT

College and Career Readiness Anchor Standards for Speaking and Listening

| | | |
|---------------------------------------|--|--|
| LEARNING STANDARD / DISCIPLINE | | Comprehension and Collaboration |
|---------------------------------------|--|--|

DESCRIPTOR / CONTENT DISCIPLINE CCRA.S L.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

STATE GOAL / DISCIPLINARY CONCEPT

College and Career Readiness Anchor Standards for Language

| | | |
|---------------------------------------|--|--|
| LEARNING STANDARD / DISCIPLINE | | Conventions of Standard English |
|---------------------------------------|--|--|

DESCRIPTOR / CONTENT DISCIPLINE CCRA.L. 2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

STATE GOAL / DISCIPLINARY CONCEPT

College and Career Readiness Anchor Standards for Language

| | | |
|---------------------------------------|--|------------------------------|
| LEARNING STANDARD / DISCIPLINE | | Knowledge of Language |
|---------------------------------------|--|------------------------------|

DESCRIPTOR / CONTENT DISCIPLINE CCRA.L. 3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

STATE GOAL / DISCIPLINARY CONCEPT

College and Career Readiness Anchor Standards for Language

| | | |
|---------------------------------------|--|---------------------------------------|
| LEARNING STANDARD / DISCIPLINE | | Vocabulary Acquisition and Use |
|---------------------------------------|--|---------------------------------------|

DESCRIPTOR / CONTENT DISCIPLINE CCRA.L. 4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

DESCRIPTOR / CONTENT DISCIPLINE CCRA.L. 6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

STATE GOAL / DISCIPLINARY CONCEPT

Reading Standards for Informational Text

| LEARNING STANDARD / DISCIPLINE | | Key Ideas and Details |
|--------------------------------|--|-----------------------|
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| DESCRIPTOR / CONTENT DISCIPLINE | RI.6.1 | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
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| DESCRIPTOR / CONTENT DISCIPLINE | 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. |
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| DESCRIPTOR / CONTENT DISCIPLINE | 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). |
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STATE GOAL / DISCIPLINARY CONCEPT **Reading Standards for Informational Text**

| LEARNING STANDARD / DISCIPLINE | | Craft and Structure |
|--------------------------------|--|---------------------|
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| DESCRIPTOR / CONTENT DISCIPLINE | RI.6.4 | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings |
|---------------------------------|--------|--|

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| DESCRIPTOR / CONTENT DISCIPLINE | 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. |
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STATE GOAL / DISCIPLINARY CONCEPT **Reading Standards for Informational Text**

| LEARNING STANDARD / DISCIPLINE | | Integration of Knowledge and Ideas |
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| DESCRIPTOR / CONTENT DISCIPLINE | 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. |
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STATE GOAL / DISCIPLINARY CONCEPT **Writing Standards**

| LEARNING STANDARD / DISCIPLINE | | Text Types and Purposes |
|--------------------------------|--|-------------------------|
|--------------------------------|--|-------------------------|

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| DESCRIPTOR / CONTENT DISCIPLINE | 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. |
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| STANDARD | 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. |
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| STANDARD | W.6.2.b | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |
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| STANDARD | W.6.2.d | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| STATE GOAL / DISCIPLINARY CONCEPT | Writing Standards | |
| LEARNING STANDARD / DISCIPLINE | Production and Distribution of Writing | |
| DESCRIPTOR / CONTENT DISCIPLINE | 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.) |
| DESCRIPTOR / CONTENT DISCIPLINE | 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. |
| DESCRIPTOR / CONTENT DISCIPLINE | 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. |
| STATE GOAL / DISCIPLINARY CONCEPT | Writing Standards | |
| LEARNING STANDARD / DISCIPLINE | Research to Build and Present Knowledge | |
| DESCRIPTOR / CONTENT DISCIPLINE | W.6.7 | Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. |
| DESCRIPTOR / CONTENT DISCIPLINE | 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. |
| STATE GOAL / DISCIPLINARY CONCEPT | Writing Standards | |
| LEARNING STANDARD / DISCIPLINE | Range of Writing | |
| DESCRIPTOR / CONTENT DISCIPLINE | 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. |
| STATE GOAL / DISCIPLINARY CONCEPT | Speaking and Listening Standards | |
| LEARNING STANDARD / DISCIPLINE | Comprehension and Collaboration | |
| DESCRIPTOR / CONTENT DISCIPLINE | 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. |

| | | |
|----------|----------|---|
| STANDARD | 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. |
| STANDARD | SL.6.1.b | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. |
| STANDARD | 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. |

**STATE GOAL /
DISCIPLINARY
CONCEPT**

Language Standards

| | | |
|--|--------------|---|
| LEARNING STANDARD / DISCIPLINE | | Conventions of Standard English |
| DESCRIPTOR / CONTENT DISCIPLINE | L.6.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |

| | | |
|----------|---------|---|
| STANDARD | L.6.1.d | Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). |
| STANDARD | 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. |

**STATE GOAL /
DISCIPLINARY
CONCEPT**

Language Standards

| | | |
|--|--------------|---|
| LEARNING STANDARD / DISCIPLINE | | Conventions of Standard English |
| DESCRIPTOR / CONTENT DISCIPLINE | L.6.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |

| | | |
|----------|---------|------------------|
| STANDARD | L.6.2.b | Spell correctly. |
|----------|---------|------------------|

**STATE GOAL /
DISCIPLINARY
CONCEPT**

Language Standards

| | | |
|--|--------------|---|
| LEARNING STANDARD / DISCIPLINE | | Vocabulary Acquisition and Use |
| DESCRIPTOR / CONTENT DISCIPLINE | 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. |

| | | |
|----------|---------|---|
| STANDARD | 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. |
|----------|---------|---|

| | | |
|----------|---------|---|
| STANDARD | 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). |
|----------|---------|---|

**STATE GOAL /
DISCIPLINARY
CONCEPT**

Language Standards

| | | |
|---------------------------------------|--|---------------------------------------|
| LEARNING STANDARD / DISCIPLINE | | Vocabulary Acquisition and Use |
|---------------------------------------|--|---------------------------------------|

DESCRIPTOR / CONTENT DISCIPLINE L.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

**Illinois Learning Standards
Language Arts**

Grade 6 - Adopted: 2010 (CCSS) / Implemented 2013

STATE GOAL / DISCIPLINARY CONCEPT College and Career Readiness Anchor Standards for Reading

| | | |
|---------------------------------------|--|------------------------------|
| LEARNING STANDARD / DISCIPLINE | | Key Ideas and Details |
|---------------------------------------|--|------------------------------|

DESCRIPTOR / CONTENT DISCIPLINE CCRA.R. 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

DESCRIPTOR / CONTENT DISCIPLINE CCRA.R. 3 Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

STATE GOAL / DISCIPLINARY CONCEPT College and Career Readiness Anchor Standards for Reading

| | | |
|---------------------------------------|--|----------------------------|
| LEARNING STANDARD / DISCIPLINE | | Craft and Structure |
|---------------------------------------|--|----------------------------|

DESCRIPTOR / CONTENT DISCIPLINE CCRA.R. 4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

DESCRIPTOR / CONTENT DISCIPLINE CCRA.R. 5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

STATE GOAL / DISCIPLINARY CONCEPT College and Career Readiness Anchor Standards for Reading

| | | |
|---------------------------------------|--|---|
| LEARNING STANDARD / DISCIPLINE | | Integration of Knowledge and Ideas |
|---------------------------------------|--|---|

DESCRIPTOR / CONTENT DISCIPLINE CCRA.R. 7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

STATE GOAL / DISCIPLINARY CONCEPT College and Career Readiness Anchor Standards for Reading

| | | |
|---------------------------------------|--|--|
| LEARNING STANDARD / DISCIPLINE | | Range of Reading and Level of Text Complexity |
|---------------------------------------|--|--|

DESCRIPTOR / CONTENT DISCIPLINE CCRA.R. 10 Read and comprehend complex literary and informational texts independently and proficiently.

STATE GOAL / DISCIPLINARY CONCEPT **College and Career Readiness Anchor Standards for Writing**

| | | |
|---------------------------------------|--|--------------------------------|
| LEARNING STANDARD / DISCIPLINE | | Text Types and Purposes |
|---------------------------------------|--|--------------------------------|

DESCRIPTOR / CONTENT DISCIPLINE CCRA.W. 2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

STATE GOAL / DISCIPLINARY CONCEPT **College and Career Readiness Anchor Standards for Writing**

| | | |
|---------------------------------------|--|---|
| LEARNING STANDARD / DISCIPLINE | | Production and Distribution of Writing |
|---------------------------------------|--|---|

DESCRIPTOR / CONTENT DISCIPLINE CCRA.W. 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

DESCRIPTOR / CONTENT DISCIPLINE CCRA.W. 5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

DESCRIPTOR / CONTENT DISCIPLINE CCRA.W. 6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

STATE GOAL / DISCIPLINARY CONCEPT **College and Career Readiness Anchor Standards for Writing**

| | | |
|---------------------------------------|--|--|
| LEARNING STANDARD / DISCIPLINE | | Research to Build and Present Knowledge |
|---------------------------------------|--|--|

DESCRIPTOR / CONTENT DISCIPLINE CCRA.W. 7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

DESCRIPTOR / CONTENT DISCIPLINE CCRA.W. 8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

STATE GOAL / DISCIPLINARY CONCEPT **College and Career Readiness Anchor Standards for Writing**

| | | |
|---------------------------------------|--|-------------------------|
| LEARNING STANDARD / DISCIPLINE | | Range of Writing |
|---------------------------------------|--|-------------------------|

| | | |
|---|---------------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. 10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
| STATE GOAL / DISCIPLINARY CONCEPT | | |
| College and Career Readiness Anchor Standards for Speaking and Listening | | |
| LEARNING STANDARD / DISCIPLINE | | Comprehension and Collaboration |
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.S L.1 | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. |
| STATE GOAL / DISCIPLINARY CONCEPT | | |
| College and Career Readiness Anchor Standards for Language | | |
| LEARNING STANDARD / DISCIPLINE | | Conventions of Standard English |
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.L. 2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| STATE GOAL / DISCIPLINARY CONCEPT | | |
| College and Career Readiness Anchor Standards for Language | | |
| LEARNING STANDARD / DISCIPLINE | | Knowledge of Language |
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.L. 3 | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. |
| STATE GOAL / DISCIPLINARY CONCEPT | | |
| College and Career Readiness Anchor Standards for Language | | |
| LEARNING STANDARD / DISCIPLINE | | Vocabulary Acquisition and Use |
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.L. 4 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. |
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.L. 6 | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. |
| STATE GOAL / DISCIPLINARY CONCEPT | | |
| Reading Standards for Informational Text | | |
| LEARNING STANDARD / DISCIPLINE | | Key Ideas and Details |

| | | |
|---------------------------------|--------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | RI.6.1 | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| DESCRIPTOR / CONTENT DISCIPLINE | 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. |
| DESCRIPTOR / CONTENT DISCIPLINE | 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). |

STATE GOAL / DISCIPLINARY CONCEPT **Reading Standards for Informational Text**

LEARNING STANDARD / DISCIPLINE **Craft and Structure**

| | | |
|---------------------------------|--------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | RI.6.4 | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings |
| DESCRIPTOR / CONTENT DISCIPLINE | 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. |

STATE GOAL / DISCIPLINARY CONCEPT **Reading Standards for Informational Text**

LEARNING STANDARD / DISCIPLINE **Integration of Knowledge and Ideas**

| | | |
|---------------------------------|--------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | 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. |
|---------------------------------|--------|---|

STATE GOAL / DISCIPLINARY CONCEPT **Writing Standards**

LEARNING STANDARD / DISCIPLINE **Text Types and Purposes**

| | | |
|---------------------------------|-------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | 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. |
|---------------------------------|-------|--|

| | | |
|----------|---------|---|
| STANDARD | 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. |
| STANDARD | W.6.2.b | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |
| STANDARD | W.6.2.d | Use precise language and domain-specific vocabulary to inform about or explain the topic. |

**STATE GOAL /
DISCIPLINARY
CONCEPT**

Writing Standards

| LEARNING STANDARD / DISCIPLINE | | Production and Distribution of Writing |
|---------------------------------|-------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | 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.) |
| DESCRIPTOR / CONTENT DISCIPLINE | 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. |
| DESCRIPTOR / CONTENT DISCIPLINE | 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. |

**STATE GOAL /
DISCIPLINARY
CONCEPT**

Writing Standards

| LEARNING STANDARD / DISCIPLINE | | Research to Build and Present Knowledge |
|---------------------------------|-------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | W.6.7 | Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. |
| DESCRIPTOR / CONTENT DISCIPLINE | 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. |

**STATE GOAL /
DISCIPLINARY
CONCEPT**

Writing Standards

| LEARNING STANDARD / DISCIPLINE | | Range of Writing |
|---------------------------------|--------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | 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. |

**STATE GOAL /
DISCIPLINARY
CONCEPT**

Speaking and Listening Standards

| LEARNING STANDARD / DISCIPLINE | | Comprehension and Collaboration |
|---------------------------------|--------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | 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. |

STANDARD 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.

| | | |
|----------|----------|--|
| STANDARD | SL.6.1.b | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. |
| STANDARD | 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. |

**STATE GOAL /
DISCIPLINARY
CONCEPT**

Language Standards

| | | |
|---------------------------------|-------|--|
| LEARNING STANDARD / DISCIPLINE | | Conventions of Standard English |
| DESCRIPTOR / CONTENT DISCIPLINE | L.6.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |

| | | |
|----------|---------|---|
| STANDARD | L.6.1.d | Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). |
| STANDARD | 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. |

**STATE GOAL /
DISCIPLINARY
CONCEPT**

Language Standards

| | | |
|---------------------------------|-------|--|
| LEARNING STANDARD / DISCIPLINE | | Conventions of Standard English |
| DESCRIPTOR / CONTENT DISCIPLINE | L.6.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |

| | | |
|----------|---------|------------------|
| STANDARD | L.6.2.b | Spell correctly. |
|----------|---------|------------------|

**STATE GOAL /
DISCIPLINARY
CONCEPT**

Language Standards

| | | |
|---------------------------------|-------|--|
| LEARNING STANDARD / DISCIPLINE | | Vocabulary Acquisition and Use |
| DESCRIPTOR / CONTENT DISCIPLINE | 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. |

| | | |
|----------|---------|---|
| STANDARD | 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. |
|----------|---------|---|

| | | |
|----------|---------|---|
| STANDARD | 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). |
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**STATE GOAL /
DISCIPLINARY
CONCEPT**

Language Standards

| | | |
|--------------------------------|--|--------------------------------|
| LEARNING STANDARD / DISCIPLINE | | Vocabulary Acquisition and Use |
|--------------------------------|--|--------------------------------|

| | | |
|---------------------------------------|-------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | L.6.6 | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
|---------------------------------------|-------|--|

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

Illinois Learning Standards

Language Arts

Grade 6 - Adopted: 2010 (CCSS) / Implemented 2013

**STATE GOAL /
DISCIPLINARY
CONCEPT**

College and Career Readiness Anchor Standards for Reading

| | | |
|---|--|------------------------------|
| LEARNING STANDARD / DISCIPLINE | | Key Ideas and Details |
|---|--|------------------------------|

| | | |
|---------------------------------------|--------------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.R. 2 | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
|---------------------------------------|--------------|--|

| | | |
|---------------------------------------|--------------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.R. 3 | Analyze how and why individuals, events, or ideas develop and interact over the course of a text. |
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**STATE GOAL /
DISCIPLINARY
CONCEPT**

College and Career Readiness Anchor Standards for Reading

| | | |
|---|--|----------------------------|
| LEARNING STANDARD / DISCIPLINE | | Craft and Structure |
|---|--|----------------------------|

| | | |
|---------------------------------------|--------------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.R. 4 | Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. |
|---------------------------------------|--------------|---|

| | | |
|---------------------------------------|--------------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.R. 5 | Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. |
|---------------------------------------|--------------|--|

**STATE GOAL /
DISCIPLINARY
CONCEPT**

College and Career Readiness Anchor Standards for Reading

| | | |
|---|--|---|
| LEARNING STANDARD / DISCIPLINE | | Integration of Knowledge and Ideas |
|---|--|---|

| | | |
|---------------------------------------|--------------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.R. 7 | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. |
|---------------------------------------|--------------|--|

**STATE GOAL /
DISCIPLINARY
CONCEPT**

College and Career Readiness Anchor Standards for Reading

| | | |
|---|--|--|
| LEARNING STANDARD / DISCIPLINE | | Range of Reading and Level of Text Complexity |
|---|--|--|

| | | |
|---------------------------------------|---------------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.R. 10 | Read and comprehend complex literary and informational texts independently and proficiently. |
|---------------------------------------|---------------|--|

**STATE GOAL /
DISCIPLINARY
CONCEPT** **College and Career Readiness Anchor Standards for Writing**

| | | |
|---|--|--------------------------------|
| LEARNING STANDARD / DISCIPLINE | | Text Types and Purposes |
|---|--|--------------------------------|

| | | |
|---------------------------------------|--------------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. 2 | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
|---------------------------------------|--------------|--|

**STATE GOAL /
DISCIPLINARY
CONCEPT** **College and Career Readiness Anchor Standards for Writing**

| | | |
|---|--|---|
| LEARNING STANDARD / DISCIPLINE | | Production and Distribution of Writing |
|---|--|---|

| | | |
|---------------------------------------|--------------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. 4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
|---------------------------------------|--------------|--|

| | | |
|---------------------------------------|--------------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. 5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
|---------------------------------------|--------------|---|

| | | |
|---------------------------------------|--------------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. 6 | Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. |
|---------------------------------------|--------------|---|

**STATE GOAL /
DISCIPLINARY
CONCEPT** **College and Career Readiness Anchor Standards for Writing**

| | | |
|---|--|--|
| LEARNING STANDARD / DISCIPLINE | | Research to Build and Present Knowledge |
|---|--|--|

| | | |
|---------------------------------------|--------------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. 7 | Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. |
|---------------------------------------|--------------|---|

| | | |
|---------------------------------------|--------------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. 8 | Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. |
|---------------------------------------|--------------|---|

**STATE GOAL /
DISCIPLINARY
CONCEPT** **College and Career Readiness Anchor Standards for Writing**

| | | |
|---|--|-------------------------|
| LEARNING STANDARD / DISCIPLINE | | Range of Writing |
|---|--|-------------------------|

| | | |
|---------------------------------|------------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. 10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
|---------------------------------|------------|---|

STATE GOAL / DISCIPLINARY CONCEPT **College and Career Readiness Anchor Standards for Speaking and Listening**

| | | |
|--------------------------------|--|--|
| LEARNING STANDARD / DISCIPLINE | | Comprehension and Collaboration |
|--------------------------------|--|--|

| | | |
|---------------------------------|------------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.S L.1 | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. |
|---------------------------------|------------|--|

STATE GOAL / DISCIPLINARY CONCEPT **College and Career Readiness Anchor Standards for Language**

| | | |
|--------------------------------|--|--|
| LEARNING STANDARD / DISCIPLINE | | Conventions of Standard English |
|--------------------------------|--|--|

| | | |
|---------------------------------|-----------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.L. 2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
|---------------------------------|-----------|--|

STATE GOAL / DISCIPLINARY CONCEPT **College and Career Readiness Anchor Standards for Language**

| | | |
|--------------------------------|--|------------------------------|
| LEARNING STANDARD / DISCIPLINE | | Knowledge of Language |
|--------------------------------|--|------------------------------|

| | | |
|---------------------------------|-----------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.L. 3 | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. |
|---------------------------------|-----------|---|

STATE GOAL / DISCIPLINARY CONCEPT **College and Career Readiness Anchor Standards for Language**

| | | |
|--------------------------------|--|---------------------------------------|
| LEARNING STANDARD / DISCIPLINE | | Vocabulary Acquisition and Use |
|--------------------------------|--|---------------------------------------|

| | | |
|---------------------------------|-----------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.L. 4 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. |
|---------------------------------|-----------|---|

| | | |
|---------------------------------|-----------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.L. 6 | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. |
|---------------------------------|-----------|---|

STATE GOAL / DISCIPLINARY CONCEPT **Reading Standards for Informational Text**

| | | |
|--------------------------------|--|------------------------------|
| LEARNING STANDARD / DISCIPLINE | | Key Ideas and Details |
|--------------------------------|--|------------------------------|

| | | |
|---------------------------------|--------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | RI.6.1 | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| DESCRIPTOR / CONTENT DISCIPLINE | 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. |
| DESCRIPTOR / CONTENT DISCIPLINE | 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). |

STATE GOAL / DISCIPLINARY CONCEPT

Reading Standards for Informational Text

| | | |
|---------------------------------------|--|----------------------------|
| LEARNING STANDARD / DISCIPLINE | | Craft and Structure |
|---------------------------------------|--|----------------------------|

| | | |
|---------------------------------|--------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | RI.6.4 | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings |
| DESCRIPTOR / CONTENT DISCIPLINE | 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. |

STATE GOAL / DISCIPLINARY CONCEPT

Reading Standards for Informational Text

| | | |
|---------------------------------------|--|---|
| LEARNING STANDARD / DISCIPLINE | | Integration of Knowledge and Ideas |
|---------------------------------------|--|---|

| | | |
|---------------------------------|--------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | 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. |
|---------------------------------|--------|---|

STATE GOAL / DISCIPLINARY CONCEPT

Writing Standards

| | | |
|--|--------------|--|
| LEARNING STANDARD / DISCIPLINE | | Text Types and Purposes |
| DESCRIPTOR / CONTENT DISCIPLINE | 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. |

| | | |
|----------|---------|---|
| STANDARD | 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. |
| STANDARD | W.6.2.b | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |
| STANDARD | W.6.2.d | Use precise language and domain-specific vocabulary to inform about or explain the topic. |

**STATE GOAL /
DISCIPLINARY
CONCEPT**

Writing Standards

| LEARNING STANDARD / DISCIPLINE | | Production and Distribution of Writing |
|---------------------------------|-------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | 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.) |
| DESCRIPTOR / CONTENT DISCIPLINE | 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. |
| DESCRIPTOR / CONTENT DISCIPLINE | 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. |

**STATE GOAL /
DISCIPLINARY
CONCEPT**

Writing Standards

| LEARNING STANDARD / DISCIPLINE | | Research to Build and Present Knowledge |
|---------------------------------|-------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | W.6.7 | Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. |
| DESCRIPTOR / CONTENT DISCIPLINE | 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. |

**STATE GOAL /
DISCIPLINARY
CONCEPT**

Writing Standards

| LEARNING STANDARD / DISCIPLINE | | Range of Writing |
|---------------------------------|--------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | 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. |

**STATE GOAL /
DISCIPLINARY
CONCEPT**

Speaking and Listening Standards

| LEARNING STANDARD / DISCIPLINE | | Comprehension and Collaboration |
|---------------------------------|--------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | 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. |

STANDARD 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.

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| STANDARD | SL.6.1.b | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. |
|----------|----------|--|

| | | |
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| STANDARD | 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. |
|----------|----------|--|

**STATE GOAL /
DISCIPLINARY
CONCEPT**

Language Standards

| | | |
|--|--------------|---|
| LEARNING STANDARD / DISCIPLINE | | Conventions of Standard English |
| DESCRIPTOR / CONTENT DISCIPLINE | L.6.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |

| | | |
|----------|---------|--|
| STANDARD | L.6.1.c | Recognize and correct inappropriate shifts in pronoun number and person. |
|----------|---------|--|

| | | |
|----------|---------|--|
| STANDARD | L.6.1.d | Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). |
|----------|---------|--|

| | | |
|----------|---------|---|
| STANDARD | 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. |
|----------|---------|---|

**STATE GOAL /
DISCIPLINARY
CONCEPT**

Language Standards

| | | |
|--|--------------|---|
| LEARNING STANDARD / DISCIPLINE | | Conventions of Standard English |
| DESCRIPTOR / CONTENT DISCIPLINE | L.6.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |

| | | |
|----------|---------|------------------|
| STANDARD | L.6.2.b | Spell correctly. |
|----------|---------|------------------|

**STATE GOAL /
DISCIPLINARY
CONCEPT**

Language Standards

| | | |
|--|--------------|---|
| LEARNING STANDARD / DISCIPLINE | | Vocabulary Acquisition and Use |
| DESCRIPTOR / CONTENT DISCIPLINE | 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. |

| | | |
|----------|---------|---|
| STANDARD | 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. |
|----------|---------|---|

| | | |
|----------|---------|---|
| STANDARD | 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). |
|----------|---------|---|

**STATE GOAL /
DISCIPLINARY
CONCEPT**

Language Standards

| | | |
|---|--|---------------------------------------|
| LEARNING STANDARD / DISCIPLINE | | Vocabulary Acquisition and Use |
|---|--|---------------------------------------|

| | | |
|---------------------------------------|-------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | L.6.6 | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
|---------------------------------------|-------|--|

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**Illinois Learning Standards
Language Arts
Grade 6 - Adopted: 2010 (CCSS) / Implemented 2013**

STATE GOAL / DISCIPLINARY CONCEPT **College and Career Readiness Anchor Standards for Reading**

| | | |
|---------------------------------------|--|------------------------------|
| LEARNING STANDARD / DISCIPLINE | | Key Ideas and Details |
|---------------------------------------|--|------------------------------|

| | | |
|---------------------------------------|--------------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.R. 2 | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
|---------------------------------------|--------------|--|

| | | |
|---------------------------------------|--------------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.R. 3 | Analyze how and why individuals, events, or ideas develop and interact over the course of a text. |
|---------------------------------------|--------------|---|

STATE GOAL / DISCIPLINARY CONCEPT **College and Career Readiness Anchor Standards for Reading**

| | | |
|---------------------------------------|--|----------------------------|
| LEARNING STANDARD / DISCIPLINE | | Craft and Structure |
|---------------------------------------|--|----------------------------|

| | | |
|---------------------------------------|--------------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.R. 4 | Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. |
|---------------------------------------|--------------|---|

STATE GOAL / DISCIPLINARY CONCEPT **College and Career Readiness Anchor Standards for Reading**

| | | |
|---------------------------------------|--|---|
| LEARNING STANDARD / DISCIPLINE | | Integration of Knowledge and Ideas |
|---------------------------------------|--|---|

| | | |
|---------------------------------------|--------------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.R. 7 | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. |
|---------------------------------------|--------------|--|

STATE GOAL / DISCIPLINARY CONCEPT **College and Career Readiness Anchor Standards for Reading**

| | | |
|---------------------------------------|--|--|
| LEARNING STANDARD / DISCIPLINE | | Range of Reading and Level of Text Complexity |
|---------------------------------------|--|--|

| | | |
|---------------------------------------|---------------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.R. 10 | Read and comprehend complex literary and informational texts independently and proficiently. |
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**STATE GOAL /
DISCIPLINARY
CONCEPT**

College and Career Readiness Anchor Standards for Writing

| | | |
|---|--|--------------------------------|
| LEARNING STANDARD / DISCIPLINE | | Text Types and Purposes |
|---|--|--------------------------------|

DESCRIPTOR /
CONTENT
DISCIPLINE

CCRA.W. 2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**STATE GOAL /
DISCIPLINARY
CONCEPT**

College and Career Readiness Anchor Standards for Writing

| | | |
|---|--|---|
| LEARNING STANDARD / DISCIPLINE | | Production and Distribution of Writing |
|---|--|---|

DESCRIPTOR /
CONTENT
DISCIPLINE

CCRA.W. 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

DESCRIPTOR /
CONTENT
DISCIPLINE

CCRA.W. 5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

DESCRIPTOR /
CONTENT
DISCIPLINE

CCRA.W. 6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**STATE GOAL /
DISCIPLINARY
CONCEPT**

College and Career Readiness Anchor Standards for Writing

| | | |
|---|--|--|
| LEARNING STANDARD / DISCIPLINE | | Research to Build and Present Knowledge |
|---|--|--|

DESCRIPTOR /
CONTENT
DISCIPLINE

CCRA.W. 8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

**STATE GOAL /
DISCIPLINARY
CONCEPT**

College and Career Readiness Anchor Standards for Writing

| | | |
|---|--|-------------------------|
| LEARNING STANDARD / DISCIPLINE | | Range of Writing |
|---|--|-------------------------|

DESCRIPTOR /
CONTENT
DISCIPLINE

CCRA.W. 10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**STATE GOAL /
DISCIPLINARY
CONCEPT**

College and Career Readiness Anchor Standards for Language

| | | |
|---|--|--|
| LEARNING STANDARD / DISCIPLINE | | Conventions of Standard English |
|---|--|--|

| | | |
|---------------------------------|-----------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.L. 2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
|---------------------------------|-----------|--|

STATE GOAL / DISCIPLINARY CONCEPT

College and Career Readiness Anchor Standards for Language

| | | |
|---------------------------------------|--|------------------------------|
| LEARNING STANDARD / DISCIPLINE | | Knowledge of Language |
|---------------------------------------|--|------------------------------|

| | | |
|---------------------------------|-----------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.L. 3 | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. |
|---------------------------------|-----------|---|

STATE GOAL / DISCIPLINARY CONCEPT

College and Career Readiness Anchor Standards for Language

| | | |
|---------------------------------------|--|---------------------------------------|
| LEARNING STANDARD / DISCIPLINE | | Vocabulary Acquisition and Use |
|---------------------------------------|--|---------------------------------------|

| | | |
|---------------------------------|-----------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.L. 4 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. |
|---------------------------------|-----------|---|

| | | |
|---------------------------------|-----------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.L. 6 | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. |
|---------------------------------|-----------|---|

STATE GOAL / DISCIPLINARY CONCEPT

Reading Standards for Informational Text

| | | |
|---------------------------------------|--|------------------------------|
| LEARNING STANDARD / DISCIPLINE | | Key Ideas and Details |
|---------------------------------------|--|------------------------------|

| | | |
|---------------------------------|--------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | RI.6.1 | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
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| | | |
|---------------------------------|--------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | 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. |
|---------------------------------|--------|---|

| | | |
|---------------------------------|--------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | 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). |
|---------------------------------|--------|--|

STATE GOAL / DISCIPLINARY CONCEPT

Reading Standards for Informational Text

| | | |
|---------------------------------------|--|----------------------------|
| LEARNING STANDARD / DISCIPLINE | | Craft and Structure |
|---------------------------------------|--|----------------------------|

| | | |
|---------------------------------|--------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | RI.6.4 | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings |
|---------------------------------|--------|--|

STATE GOAL / DISCIPLINARY CONCEPT **Reading Standards for Informational Text**

| | | |
|---------------------------------------|--|---|
| LEARNING STANDARD / DISCIPLINE | | Integration of Knowledge and Ideas |
|---------------------------------------|--|---|

| | | |
|---------------------------------|--------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | 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. |
|---------------------------------|--------|---|

STATE GOAL / DISCIPLINARY CONCEPT **Writing Standards**

| | | |
|---------------------------------------|--|--------------------------------|
| LEARNING STANDARD / DISCIPLINE | | Text Types and Purposes |
|---------------------------------------|--|--------------------------------|

| | | |
|--|--------------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | 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. |
|--|--------------|--|

| | | |
|----------|---------|---|
| STANDARD | 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. |
|----------|---------|---|

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

| | | |
|----------|---------|---|
| STANDARD | W.6.2.d | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
|----------|---------|---|

STATE GOAL / DISCIPLINARY CONCEPT **Writing Standards**

| | | |
|---------------------------------------|--|---|
| LEARNING STANDARD / DISCIPLINE | | Production and Distribution of Writing |
|---------------------------------------|--|---|

| | | |
|---------------------------------|-------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | 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.) |
|---------------------------------|-------|--|

| | | |
|---------------------------------|-------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | 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. |
|---------------------------------|-------|---|

| | | |
|---------------------------------|-------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | 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. |
|---------------------------------|-------|---|

STATE GOAL / DISCIPLINARY CONCEPT **Writing Standards**

| | | |
|---------------------------------------|--|--|
| LEARNING STANDARD / DISCIPLINE | | Research to Build and Present Knowledge |
|---------------------------------------|--|--|

DESCRIPTOR / CONTENT DISCIPLINE W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

STATE GOAL / DISCIPLINARY CONCEPT **Writing Standards**

| | | |
|---------------------------------------|--|-------------------------|
| LEARNING STANDARD / DISCIPLINE | | Range of Writing |
|---------------------------------------|--|-------------------------|

DESCRIPTOR / CONTENT DISCIPLINE 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.

STATE GOAL / DISCIPLINARY CONCEPT **Language Standards**

| | | |
|---------------------------------------|--|--|
| LEARNING STANDARD / DISCIPLINE | | Conventions of Standard English |
|---------------------------------------|--|--|

| | | |
|--|--------------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | L.6.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
|--|--------------|---|

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

STANDARD 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.

STATE GOAL / DISCIPLINARY CONCEPT **Language Standards**

| | | |
|---------------------------------------|--|--|
| LEARNING STANDARD / DISCIPLINE | | Conventions of Standard English |
|---------------------------------------|--|--|

| | | |
|--|--------------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | L.6.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
|--|--------------|---|

STANDARD L.6.2.b Spell correctly.

STATE GOAL / DISCIPLINARY CONCEPT **Language Standards**

| | | |
|---------------------------------------|--|---------------------------------------|
| LEARNING STANDARD / DISCIPLINE | | Vocabulary Acquisition and Use |
|---------------------------------------|--|---------------------------------------|

| | | |
|--|--------------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | 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. |
|--|--------------|---|

STANDARD 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.

| | | |
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| STANDARD | 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. |
| STANDARD | 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). |

**STATE GOAL /
DISCIPLINARY
CONCEPT**

Language Standards

| | | |
|---|--|---------------------------------------|
| LEARNING STANDARD / DISCIPLINE | | Vocabulary Acquisition and Use |
|---|--|---------------------------------------|

| | | |
|---------------------------------------|-------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | 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. |
|---------------------------------------|-------|--|

Illinois Learning Standards

Language Arts

Grade 6 - Adopted: 2010 (CCSS) / Implemented 2013

**STATE GOAL /
DISCIPLINARY
CONCEPT**

College and Career Readiness Anchor Standards for Reading

| | | |
|---|--|------------------------------|
| LEARNING STANDARD / DISCIPLINE | | Key Ideas and Details |
|---|--|------------------------------|

| | | |
|---------------------------------------|--------------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.R. 2 | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
|---------------------------------------|--------------|--|

| | | |
|---------------------------------------|--------------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.R. 3 | Analyze how and why individuals, events, or ideas develop and interact over the course of a text. |
|---------------------------------------|--------------|---|

**STATE GOAL /
DISCIPLINARY
CONCEPT**

College and Career Readiness Anchor Standards for Reading

| | | |
|---|--|----------------------------|
| LEARNING STANDARD / DISCIPLINE | | Craft and Structure |
|---|--|----------------------------|

| | | |
|---------------------------------------|--------------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.R. 4 | Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. |
|---------------------------------------|--------------|---|

**STATE GOAL /
DISCIPLINARY
CONCEPT**

College and Career Readiness Anchor Standards for Reading

| | | |
|---|--|---|
| LEARNING STANDARD / DISCIPLINE | | Integration of Knowledge and Ideas |
|---|--|---|

| | | |
|---------------------------------------|--------------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.R. 7 | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. |
|---------------------------------------|--------------|--|

**STATE GOAL /
DISCIPLINARY
CONCEPT**

College and Career Readiness Anchor Standards for Reading

| | | |
|---|--|--|
| LEARNING STANDARD / DISCIPLINE | | Range of Reading and Level of Text Complexity |
|---|--|--|

DESCRIPTOR /
CONTENT
DISCIPLINE

CCRA.R. 10 Read and comprehend complex literary and informational texts independently and proficiently.

**STATE GOAL /
DISCIPLINARY
CONCEPT**

College and Career Readiness Anchor Standards for Writing

| | | |
|---|--|--------------------------------|
| LEARNING STANDARD / DISCIPLINE | | Text Types and Purposes |
|---|--|--------------------------------|

DESCRIPTOR /
CONTENT
DISCIPLINE

CCRA.W. 2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**STATE GOAL /
DISCIPLINARY
CONCEPT**

College and Career Readiness Anchor Standards for Writing

| | | |
|---|--|---|
| LEARNING STANDARD / DISCIPLINE | | Production and Distribution of Writing |
|---|--|---|

DESCRIPTOR /
CONTENT
DISCIPLINE

CCRA.W. 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

DESCRIPTOR /
CONTENT
DISCIPLINE

CCRA.W. 5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

DESCRIPTOR /
CONTENT
DISCIPLINE

CCRA.W. 6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**STATE GOAL /
DISCIPLINARY
CONCEPT**

College and Career Readiness Anchor Standards for Writing

| | | |
|---|--|--|
| LEARNING STANDARD / DISCIPLINE | | Research to Build and Present Knowledge |
|---|--|--|

DESCRIPTOR /
CONTENT
DISCIPLINE

CCRA.W. 8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

**STATE GOAL /
DISCIPLINARY
CONCEPT**

College and Career Readiness Anchor Standards for Writing

| | | |
|---|--|-------------------------|
| LEARNING STANDARD / DISCIPLINE | | Range of Writing |
|---|--|-------------------------|

| | | |
|---------------------------------|------------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. 10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
|---------------------------------|------------|---|

STATE GOAL / DISCIPLINARY CONCEPT **College and Career Readiness Anchor Standards for Language**

| | | |
|---------------------------------------|--|--|
| LEARNING STANDARD / DISCIPLINE | | Conventions of Standard English |
|---------------------------------------|--|--|

| | | |
|---------------------------------|-----------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.L. 2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
|---------------------------------|-----------|--|

STATE GOAL / DISCIPLINARY CONCEPT **College and Career Readiness Anchor Standards for Language**

| | | |
|---------------------------------------|--|------------------------------|
| LEARNING STANDARD / DISCIPLINE | | Knowledge of Language |
|---------------------------------------|--|------------------------------|

| | | |
|---------------------------------|-----------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.L. 3 | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. |
|---------------------------------|-----------|---|

STATE GOAL / DISCIPLINARY CONCEPT **College and Career Readiness Anchor Standards for Language**

| | | |
|---------------------------------------|--|---------------------------------------|
| LEARNING STANDARD / DISCIPLINE | | Vocabulary Acquisition and Use |
|---------------------------------------|--|---------------------------------------|

| | | |
|---------------------------------|-----------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.L. 4 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. |
|---------------------------------|-----------|---|

| | | |
|---------------------------------|-----------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.L. 6 | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. |
|---------------------------------|-----------|---|

STATE GOAL / DISCIPLINARY CONCEPT **Reading Standards for Informational Text**

| | | |
|---------------------------------------|--|------------------------------|
| LEARNING STANDARD / DISCIPLINE | | Key Ideas and Details |
|---------------------------------------|--|------------------------------|

| | | |
|---------------------------------|--------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | RI.6.1 | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
|---------------------------------|--------|---|

| | | |
|---------------------------------|--------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | 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. |
|---------------------------------|--------|---|

| | | |
|---------------------------------|--------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | 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). |
|---------------------------------|--------|--|

STATE GOAL / DISCIPLINARY CONCEPT **Reading Standards for Informational Text**

| | | |
|---------------------------------------|--|----------------------------|
| LEARNING STANDARD / DISCIPLINE | | Craft and Structure |
|---------------------------------------|--|----------------------------|

| | | |
|---------------------------------|--------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | RI.6.4 | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings |
|---------------------------------|--------|--|

STATE GOAL / DISCIPLINARY CONCEPT **Reading Standards for Informational Text**

| | | |
|---------------------------------------|--|---|
| LEARNING STANDARD / DISCIPLINE | | Integration of Knowledge and Ideas |
|---------------------------------------|--|---|

| | | |
|---------------------------------|--------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | 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. |
|---------------------------------|--------|---|

STATE GOAL / DISCIPLINARY CONCEPT **Writing Standards**

| | | |
|---------------------------------------|--|--------------------------------|
| LEARNING STANDARD / DISCIPLINE | | Text Types and Purposes |
|---------------------------------------|--|--------------------------------|

| | | |
|--|--------------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | 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. |
|--|--------------|--|

| | | |
|----------|---------|---|
| STANDARD | 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. |
|----------|---------|---|

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

| | | |
|----------|---------|---|
| STANDARD | W.6.2.d | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
|----------|---------|---|

STATE GOAL / DISCIPLINARY CONCEPT **Writing Standards**

| | | |
|---------------------------------------|--|---|
| LEARNING STANDARD / DISCIPLINE | | Production and Distribution of Writing |
|---------------------------------------|--|---|

| | | |
|---------------------------------|-------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | 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.) |
|---------------------------------|-------|--|

| | | |
|---------------------------------|-------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | 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. |
|---------------------------------|-------|---|

| | | |
|---------------------------------|-------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | 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. |
|---------------------------------|-------|---|

STATE GOAL / DISCIPLINARY CONCEPT **Writing Standards**

| | | |
|--------------------------------|--|--|
| LEARNING STANDARD / DISCIPLINE | | Research to Build and Present Knowledge |
|--------------------------------|--|--|

| | | |
|---------------------------------|-------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | W.6.7 | Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. |
|---------------------------------|-------|---|

STATE GOAL / DISCIPLINARY CONCEPT **Writing Standards**

| | | |
|--------------------------------|--|-------------------------|
| LEARNING STANDARD / DISCIPLINE | | Range of Writing |
|--------------------------------|--|-------------------------|

| | | |
|---------------------------------|--------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | 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. |
|---------------------------------|--------|---|

STATE GOAL / DISCIPLINARY CONCEPT **Language Standards**

| | | |
|--------------------------------|--|--|
| LEARNING STANDARD / DISCIPLINE | | Conventions of Standard English |
|--------------------------------|--|--|

| | | |
|---------------------------------|-------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | L.6.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
|---------------------------------|-------|---|

| | | |
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| STANDARD | L.6.1.d | Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). |
|----------|---------|--|

| | | |
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| STANDARD | 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. |
|----------|---------|---|

STATE GOAL / DISCIPLINARY CONCEPT **Language Standards**

| | | |
|--------------------------------|--|--|
| LEARNING STANDARD / DISCIPLINE | | Conventions of Standard English |
|--------------------------------|--|--|

| | | |
|---------------------------------|-------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | L.6.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
|---------------------------------|-------|---|

| | | |
|----------|---------|------------------|
| STANDARD | L.6.2.b | Spell correctly. |
|----------|---------|------------------|

**STATE GOAL /
DISCIPLINARY
CONCEPT**

Language Standards

| | | |
|--|--------------|---|
| LEARNING STANDARD / DISCIPLINE | | Vocabulary Acquisition and Use |
| DESCRIPTOR / CONTENT DISCIPLINE | 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. |

STANDARD 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.

STANDARD 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).

**STATE GOAL /
DISCIPLINARY
CONCEPT**

Language Standards

| | | |
|--|--------------|---|
| LEARNING STANDARD / DISCIPLINE | | Vocabulary Acquisition and Use |
| DESCRIPTOR / CONTENT DISCIPLINE | L.6.6 | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

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

Illinois Learning Standards

Language Arts

Grade 6 - Adopted: 2010 (CCSS) / Implemented 2013

**STATE GOAL /
DISCIPLINARY
CONCEPT**

College and Career Readiness Anchor Standards for Reading

| | | |
|---------------------------------------|--|------------------------------|
| LEARNING STANDARD / DISCIPLINE | | Key Ideas and Details |
|---------------------------------------|--|------------------------------|

DESCRIPTOR / CONTENT DISCIPLINE CCRA.R. 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

DESCRIPTOR / CONTENT DISCIPLINE CCRA.R. 3 Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

**STATE GOAL /
DISCIPLINARY
CONCEPT**

College and Career Readiness Anchor Standards for Reading

| | | |
|---------------------------------------|--|----------------------------|
| LEARNING STANDARD / DISCIPLINE | | Craft and Structure |
|---------------------------------------|--|----------------------------|

DESCRIPTOR / CONTENT DISCIPLINE CCRA.R. 4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

**STATE GOAL /
DISCIPLINARY
CONCEPT**

College and Career Readiness Anchor Standards for Reading

| | | |
|---|--|---|
| LEARNING STANDARD / DISCIPLINE | | Integration of Knowledge and Ideas |
|---|--|---|

DESCRIPTOR /
CONTENT
DISCIPLINE

CCRA.R.
7

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

**STATE GOAL /
DISCIPLINARY
CONCEPT**

College and Career Readiness Anchor Standards for Reading

| | | |
|---|--|--|
| LEARNING STANDARD / DISCIPLINE | | Range of Reading and Level of Text Complexity |
|---|--|--|

DESCRIPTOR /
CONTENT
DISCIPLINE

CCRA.R.
10

Read and comprehend complex literary and informational texts independently and proficiently.

**STATE GOAL /
DISCIPLINARY
CONCEPT**

College and Career Readiness Anchor Standards for Writing

| | | |
|---|--|--------------------------------|
| LEARNING STANDARD / DISCIPLINE | | Text Types and Purposes |
|---|--|--------------------------------|

DESCRIPTOR /
CONTENT
DISCIPLINE

CCRA.W.
3

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

**STATE GOAL /
DISCIPLINARY
CONCEPT**

College and Career Readiness Anchor Standards for Writing

| | | |
|---|--|---|
| LEARNING STANDARD / DISCIPLINE | | Production and Distribution of Writing |
|---|--|---|

DESCRIPTOR /
CONTENT
DISCIPLINE

CCRA.W.
4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

DESCRIPTOR /
CONTENT
DISCIPLINE

CCRA.W.
5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

DESCRIPTOR /
CONTENT
DISCIPLINE

CCRA.W.
6

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**STATE GOAL /
DISCIPLINARY
CONCEPT**

College and Career Readiness Anchor Standards for Writing

| | | |
|---|--|-------------------------|
| LEARNING STANDARD / DISCIPLINE | | Range of Writing |
|---|--|-------------------------|

| | | |
|---------------------------------|------------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. 10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
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STATE GOAL / DISCIPLINARY CONCEPT **College and Career Readiness Anchor Standards for Language**

| | | |
|---------------------------------------|--|--|
| LEARNING STANDARD / DISCIPLINE | | Conventions of Standard English |
|---------------------------------------|--|--|

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|---------------------------------|-----------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.L. 2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
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STATE GOAL / DISCIPLINARY CONCEPT **College and Career Readiness Anchor Standards for Language**

| | | |
|---------------------------------------|--|------------------------------|
| LEARNING STANDARD / DISCIPLINE | | Knowledge of Language |
|---------------------------------------|--|------------------------------|

| | | |
|---------------------------------|-----------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.L. 3 | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. |
|---------------------------------|-----------|---|

STATE GOAL / DISCIPLINARY CONCEPT **College and Career Readiness Anchor Standards for Language**

| | | |
|---------------------------------------|--|---------------------------------------|
| LEARNING STANDARD / DISCIPLINE | | Vocabulary Acquisition and Use |
|---------------------------------------|--|---------------------------------------|

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|---------------------------------|-----------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.L. 4 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. |
|---------------------------------|-----------|---|

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|---------------------------------|-----------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.L. 6 | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. |
|---------------------------------|-----------|---|

STATE GOAL / DISCIPLINARY CONCEPT **Reading Standards for Literature**

| | | |
|---------------------------------------|--|------------------------------|
| LEARNING STANDARD / DISCIPLINE | | Key Ideas and Details |
|---------------------------------------|--|------------------------------|

| | | |
|---------------------------------|--------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | RL.6.1 | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
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| DESCRIPTOR / CONTENT DISCIPLINE | 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. |
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| DESCRIPTOR / CONTENT DISCIPLINE | 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. |
|---------------------------------|--------|--|

STATE GOAL / DISCIPLINARY CONCEPT **Reading Standards for Literature**

| | | |
|--------------------------------|--|--|
| LEARNING STANDARD / DISCIPLINE | | Range of Reading and Level of Text Complexity |
|--------------------------------|--|--|

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| DESCRIPTOR / CONTENT DISCIPLINE | 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. |
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STATE GOAL / DISCIPLINARY CONCEPT **Writing Standards**

| | | |
|--------------------------------|--|--------------------------------|
| LEARNING STANDARD / DISCIPLINE | | Text Types and Purposes |
|--------------------------------|--|--------------------------------|

| | | |
|---------------------------------|-------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | 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. |
|---------------------------------|-------|--|

| | | |
|----------|---------|---|
| STANDARD | 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. |
|----------|---------|---|

STATE GOAL / DISCIPLINARY CONCEPT **Writing Standards**

| | | |
|--------------------------------|--|--------------------------------|
| LEARNING STANDARD / DISCIPLINE | | Text Types and Purposes |
|--------------------------------|--|--------------------------------|

| | | |
|---------------------------------|-------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | W.6.3 | Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. |
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| STANDARD | 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. |
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| STANDARD | W.6.3.b | Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. |
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| STANDARD | W.6.3.d | Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. |
|----------|---------|---|

STATE GOAL / DISCIPLINARY CONCEPT **Writing Standards**

| | | |
|--------------------------------|--|---|
| LEARNING STANDARD / DISCIPLINE | | Production and Distribution of Writing |
|--------------------------------|--|---|

| | | |
|---------------------------------|-------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | 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.) |
| DESCRIPTOR / CONTENT DISCIPLINE | 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. |
| DESCRIPTOR / CONTENT DISCIPLINE | 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. |

STATE GOAL / DISCIPLINARY CONCEPT

Writing Standards

| | | |
|--------------------------------|--|------------------|
| LEARNING STANDARD / DISCIPLINE | | Range of Writing |
|--------------------------------|--|------------------|

| | | |
|---------------------------------|--------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | 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. |
|---------------------------------|--------|---|

STATE GOAL / DISCIPLINARY CONCEPT

Language Standards

| | | |
|---------------------------------|-------|--|
| LEARNING STANDARD / DISCIPLINE | | Conventions of Standard English |
| DESCRIPTOR / CONTENT DISCIPLINE | L.6.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |

| | | |
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| STANDARD | L.6.1.d | Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). |
|----------|---------|--|

| | | |
|----------|---------|---|
| STANDARD | 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. |
|----------|---------|---|

STATE GOAL / DISCIPLINARY CONCEPT

Language Standards

| | | |
|---------------------------------|-------|--|
| LEARNING STANDARD / DISCIPLINE | | Conventions of Standard English |
| DESCRIPTOR / CONTENT DISCIPLINE | L.6.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |

| | | |
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| STANDARD | L.6.2.b | Spell correctly. |
|----------|---------|------------------|

STATE GOAL / DISCIPLINARY CONCEPT

Language Standards

| | | |
|--------------------------------|--|--------------------------------|
| LEARNING STANDARD / DISCIPLINE | | Vocabulary Acquisition and Use |
|--------------------------------|--|--------------------------------|

| | | |
|--|--------------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | 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. |
|--|--------------|---|

STANDARD 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.

STANDARD 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).

STATE GOAL / DISCIPLINARY CONCEPT

Language Standards

| | | |
|---------------------------------------|--|---------------------------------------|
| LEARNING STANDARD / DISCIPLINE | | Vocabulary Acquisition and Use |
|---------------------------------------|--|---------------------------------------|

DESCRIPTOR / CONTENT DISCIPLINE L.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

Illinois Learning Standards

Language Arts

Grade 6 - Adopted: 2010 (CCSS) / Implemented 2013

STATE GOAL / DISCIPLINARY CONCEPT

College and Career Readiness Anchor Standards for Reading

| | | |
|---------------------------------------|--|------------------------------|
| LEARNING STANDARD / DISCIPLINE | | Key Ideas and Details |
|---------------------------------------|--|------------------------------|

DESCRIPTOR / CONTENT DISCIPLINE CCRA.R. 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

DESCRIPTOR / CONTENT DISCIPLINE CCRA.R. 3 Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

STATE GOAL / DISCIPLINARY CONCEPT

College and Career Readiness Anchor Standards for Reading

| | | |
|---------------------------------------|--|----------------------------|
| LEARNING STANDARD / DISCIPLINE | | Craft and Structure |
|---------------------------------------|--|----------------------------|

DESCRIPTOR / CONTENT DISCIPLINE CCRA.R. 4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

DESCRIPTOR / CONTENT DISCIPLINE CCRA.R. 5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

**STATE GOAL /
DISCIPLINARY
CONCEPT**

College and Career Readiness Anchor Standards for Reading

| LEARNING STANDARD / DISCIPLINE | | Integration of Knowledge and Ideas |
|---|--------------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.R. 7 | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. |
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.R. 9 | Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. |

**STATE GOAL /
DISCIPLINARY
CONCEPT**

College and Career Readiness Anchor Standards for Reading

| LEARNING STANDARD / DISCIPLINE | | Range of Reading and Level of Text Complexity |
|---|---------------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.R. 10 | Read and comprehend complex literary and informational texts independently and proficiently. |

**STATE GOAL /
DISCIPLINARY
CONCEPT**

College and Career Readiness Anchor Standards for Writing

| LEARNING STANDARD / DISCIPLINE | | Text Types and Purposes |
|---|--------------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. 2 | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |

**STATE GOAL /
DISCIPLINARY
CONCEPT**

College and Career Readiness Anchor Standards for Writing

| LEARNING STANDARD / DISCIPLINE | | Production and Distribution of Writing |
|---|--------------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. 4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. 5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. 6 | Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. |

**STATE GOAL /
DISCIPLINARY
CONCEPT**

College and Career Readiness Anchor Standards for Writing

| | | |
|---------------------------------------|--|--|
| LEARNING STANDARD / DISCIPLINE | | Research to Build and Present Knowledge |
|---------------------------------------|--|--|

| | | |
|---------------------------------|-----------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. 7 | Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. |
|---------------------------------|-----------|---|

| | | |
|---------------------------------|-----------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. 8 | Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. |
|---------------------------------|-----------|---|

STATE GOAL / DISCIPLINARY CONCEPT **College and Career Readiness Anchor Standards for Writing**

| | | |
|---------------------------------------|--|-------------------------|
| LEARNING STANDARD / DISCIPLINE | | Range of Writing |
|---------------------------------------|--|-------------------------|

| | | |
|---------------------------------|------------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. 10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
|---------------------------------|------------|---|

STATE GOAL / DISCIPLINARY CONCEPT **College and Career Readiness Anchor Standards for Speaking and Listening**

| | | |
|---------------------------------------|--|--|
| LEARNING STANDARD / DISCIPLINE | | Comprehension and Collaboration |
|---------------------------------------|--|--|

| | | |
|---------------------------------|------------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.S L.1 | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. |
|---------------------------------|------------|--|

STATE GOAL / DISCIPLINARY CONCEPT **College and Career Readiness Anchor Standards for Language**

| | | |
|---------------------------------------|--|--|
| LEARNING STANDARD / DISCIPLINE | | Conventions of Standard English |
|---------------------------------------|--|--|

| | | |
|---------------------------------|-----------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.L. 2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
|---------------------------------|-----------|--|

STATE GOAL / DISCIPLINARY CONCEPT **College and Career Readiness Anchor Standards for Language**

| | | |
|---------------------------------------|--|------------------------------|
| LEARNING STANDARD / DISCIPLINE | | Knowledge of Language |
|---------------------------------------|--|------------------------------|

| | | |
|---------------------------------|-----------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.L. 3 | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. |
|---------------------------------|-----------|---|

STATE GOAL / DISCIPLINARY CONCEPT **College and Career Readiness Anchor Standards for Language**

| LEARNING STANDARD / DISCIPLINE | | Vocabulary Acquisition and Use |
|---------------------------------------|--|---------------------------------------|
|---------------------------------------|--|---------------------------------------|

| | | |
|---------------------------------|-----------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.L. 4 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. |
|---------------------------------|-----------|---|

| | | |
|---------------------------------|-----------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.L. 6 | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. |
|---------------------------------|-----------|---|

STATE GOAL / DISCIPLINARY CONCEPT **Reading Standards for Informational Text**

| LEARNING STANDARD / DISCIPLINE | | Key Ideas and Details |
|---------------------------------------|--|------------------------------|
|---------------------------------------|--|------------------------------|

| | | |
|---------------------------------|--------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | RI.6.1 | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
|---------------------------------|--------|---|

| | | |
|---------------------------------|--------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | 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. |
|---------------------------------|--------|---|

| | | |
|---------------------------------|--------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | 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). |
|---------------------------------|--------|--|

STATE GOAL / DISCIPLINARY CONCEPT **Reading Standards for Informational Text**

| LEARNING STANDARD / DISCIPLINE | | Craft and Structure |
|---------------------------------------|--|----------------------------|
|---------------------------------------|--|----------------------------|

| | | |
|---------------------------------|--------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | RI.6.4 | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings |
|---------------------------------|--------|--|

| | | |
|---------------------------------|--------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | 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. |
|---------------------------------|--------|--|

STATE GOAL / DISCIPLINARY CONCEPT **Reading Standards for Informational Text**

| LEARNING STANDARD / DISCIPLINE | | Integration of Knowledge and Ideas |
|---------------------------------------|--|---|
|---------------------------------------|--|---|

| | | |
|---------------------------------|--------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | 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. |
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| DESCRIPTOR / CONTENT DISCIPLINE | 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). |
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STATE GOAL / DISCIPLINARY CONCEPT

Writing Standards

| | | |
|---------------------------------|-------|--|
| LEARNING STANDARD / DISCIPLINE | | Text Types and Purposes |
| DESCRIPTOR / CONTENT DISCIPLINE | 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. |

| | | |
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| STANDARD | 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. |
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| STANDARD | W.6.2.b | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |
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| STANDARD | W.6.2.d | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
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STATE GOAL / DISCIPLINARY CONCEPT

Writing Standards

| | | |
|--------------------------------|--|---|
| LEARNING STANDARD / DISCIPLINE | | Production and Distribution of Writing |
|--------------------------------|--|---|

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| DESCRIPTOR / CONTENT DISCIPLINE | 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.) |
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| | | |
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| DESCRIPTOR / CONTENT DISCIPLINE | 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. |
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| | | |
|---------------------------------|-------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | 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. |
|---------------------------------|-------|---|

STATE GOAL / DISCIPLINARY CONCEPT

Writing Standards

| | | |
|--------------------------------|--|--|
| LEARNING STANDARD / DISCIPLINE | | Research to Build and Present Knowledge |
|--------------------------------|--|--|

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| DESCRIPTOR / CONTENT DISCIPLINE | W.6.7 | Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. |
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|---------------------------------|-------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | 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. |
|---------------------------------|-------|---|

**STATE GOAL /
DISCIPLINARY
CONCEPT**

Writing Standards

| | | |
|--|--------------|--|
| LEARNING STANDARD / DISCIPLINE | | Research to Build and Present Knowledge |
| DESCRIPTOR / CONTENT DISCIPLINE | W.6.9 | Draw evidence from literary or informational texts to support analysis, reflection, and research. |

STANDARD 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").

**STATE GOAL /
DISCIPLINARY
CONCEPT**

Writing Standards

| | | |
|---------------------------------------|--|-------------------------|
| LEARNING STANDARD / DISCIPLINE | | Range of Writing |
|---------------------------------------|--|-------------------------|

DESCRIPTOR / CONTENT DISCIPLINE 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.

**STATE GOAL /
DISCIPLINARY
CONCEPT**

Speaking and Listening Standards

| | | |
|--|---------------|--|
| LEARNING STANDARD / DISCIPLINE | | Comprehension and Collaboration |
| DESCRIPTOR / CONTENT DISCIPLINE | 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. |

STANDARD 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.

STANDARD SL.6.1.b Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

STANDARD 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.

**STATE GOAL /
DISCIPLINARY
CONCEPT**

Language Standards

| | | |
|--|--------------|---|
| LEARNING STANDARD / DISCIPLINE | | Conventions of Standard English |
| DESCRIPTOR / CONTENT DISCIPLINE | L.6.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |

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

STANDARD 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.

**STATE GOAL /
DISCIPLINARY
CONCEPT**

Language Standards

| | | |
|--|--------------|---|
| LEARNING STANDARD / DISCIPLINE | | Conventions of Standard English |
| DESCRIPTOR / CONTENT DISCIPLINE | L.6.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |

STANDARD L.6.2.b Spell correctly.

**STATE GOAL /
DISCIPLINARY
CONCEPT**

Language Standards

| | | |
|--|--------------|---|
| LEARNING STANDARD / DISCIPLINE | | Vocabulary Acquisition and Use |
| DESCRIPTOR / CONTENT DISCIPLINE | 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. |

STANDARD 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.

STANDARD 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).

**STATE GOAL /
DISCIPLINARY
CONCEPT**

Language Standards

| | | |
|--|--------------|---|
| LEARNING STANDARD / DISCIPLINE | | Vocabulary Acquisition and Use |
| DESCRIPTOR / CONTENT DISCIPLINE | L.6.6 | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

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

Illinois Learning Standards

Language Arts

Grade 6 - Adopted: 2010 (CCSS) / Implemented 2013

**STATE GOAL /
DISCIPLINARY
CONCEPT**

College and Career Readiness Anchor Standards for Reading

| | | |
|---------------------------------------|--|------------------------------|
| LEARNING STANDARD / DISCIPLINE | | Key Ideas and Details |
|---------------------------------------|--|------------------------------|

DESCRIPTOR / CONTENT DISCIPLINE CCRA.R. 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

DESCRIPTOR / CONTENT DISCIPLINE CCRA.R. 3 Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

**STATE GOAL /
DISCIPLINARY
CONCEPT**

College and Career Readiness Anchor Standards for Reading

| LEARNING STANDARD / DISCIPLINE | | Craft and Structure |
|---|--------------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.R. 4 | Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. |
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.R. 5 | Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. |

**STATE GOAL /
DISCIPLINARY
CONCEPT**

College and Career Readiness Anchor Standards for Reading

| LEARNING STANDARD / DISCIPLINE | | Integration of Knowledge and Ideas |
|---|--------------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.R. 7 | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. |
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.R. 9 | Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. |

**STATE GOAL /
DISCIPLINARY
CONCEPT**

College and Career Readiness Anchor Standards for Reading

| LEARNING STANDARD / DISCIPLINE | | Range of Reading and Level of Text Complexity |
|---|---------------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.R. 10 | Read and comprehend complex literary and informational texts independently and proficiently. |

**STATE GOAL /
DISCIPLINARY
CONCEPT**

College and Career Readiness Anchor Standards for Writing

| LEARNING STANDARD / DISCIPLINE | | Text Types and Purposes |
|---|--------------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. 2 | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |

**STATE GOAL /
DISCIPLINARY
CONCEPT**

College and Career Readiness Anchor Standards for Writing

| LEARNING STANDARD / DISCIPLINE | | Production and Distribution of Writing |
|---|--|---|
|---|--|---|

| | | |
|---------------------------------------|--------------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. 4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. 5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. 6 | Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. |

**STATE GOAL /
DISCIPLINARY
CONCEPT**

College and Career Readiness Anchor Standards for Writing

| | | |
|---|--|--|
| LEARNING STANDARD / DISCIPLINE | | Research to Build and Present Knowledge |
|---|--|--|

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|---------------------------------------|--------------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. 7 | Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. |
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|---------------------------------------|--------------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. 8 | Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. |
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**STATE GOAL /
DISCIPLINARY
CONCEPT**

College and Career Readiness Anchor Standards for Writing

| | | |
|---|--|-------------------------|
| LEARNING STANDARD / DISCIPLINE | | Range of Writing |
|---|--|-------------------------|

| | | |
|---------------------------------------|---------------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. 10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
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**STATE GOAL /
DISCIPLINARY
CONCEPT**

College and Career Readiness Anchor Standards for Speaking and Listening

| | | |
|---|--|--|
| LEARNING STANDARD / DISCIPLINE | | Comprehension and Collaboration |
|---|--|--|

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|---------------------------------------|---------------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.S L.1 | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. |
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**STATE GOAL /
DISCIPLINARY
CONCEPT**

College and Career Readiness Anchor Standards for Language

| | | |
|---|--|--|
| LEARNING STANDARD / DISCIPLINE | | Conventions of Standard English |
|---|--|--|

| | | |
|---------------------------------|-----------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.L. 2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
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STATE GOAL / DISCIPLINARY CONCEPT

College and Career Readiness Anchor Standards for Language

| | | |
|---------------------------------------|--|------------------------------|
| LEARNING STANDARD / DISCIPLINE | | Knowledge of Language |
|---------------------------------------|--|------------------------------|

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|---------------------------------|-----------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.L. 3 | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. |
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STATE GOAL / DISCIPLINARY CONCEPT

College and Career Readiness Anchor Standards for Language

| | | |
|---------------------------------------|--|---------------------------------------|
| LEARNING STANDARD / DISCIPLINE | | Vocabulary Acquisition and Use |
|---------------------------------------|--|---------------------------------------|

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|---------------------------------|-----------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.L. 4 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. |
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| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.L. 6 | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. |
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STATE GOAL / DISCIPLINARY CONCEPT

Reading Standards for Informational Text

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|---------------------------------------|--|------------------------------|
| LEARNING STANDARD / DISCIPLINE | | Key Ideas and Details |
|---------------------------------------|--|------------------------------|

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| DESCRIPTOR / CONTENT DISCIPLINE | RI.6.1 | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
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| DESCRIPTOR / CONTENT DISCIPLINE | 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. |
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| DESCRIPTOR / CONTENT DISCIPLINE | 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). |
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STATE GOAL / DISCIPLINARY CONCEPT

Reading Standards for Informational Text

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|---------------------------------------|--|----------------------------|
| LEARNING STANDARD / DISCIPLINE | | Craft and Structure |
|---------------------------------------|--|----------------------------|

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| DESCRIPTOR / CONTENT DISCIPLINE | RI.6.4 | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings |
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| DESCRIPTOR / CONTENT DISCIPLINE | 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. |
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STATE GOAL / DISCIPLINARY CONCEPT **Reading Standards for Informational Text**

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|---------------------------------------|--|---|
| LEARNING STANDARD / DISCIPLINE | | Integration of Knowledge and Ideas |
|---------------------------------------|--|---|

| | | |
|---------------------------------|--------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | 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. |
|---------------------------------|--------|---|

| | | |
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| DESCRIPTOR / CONTENT DISCIPLINE | 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). |
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STATE GOAL / DISCIPLINARY CONCEPT **Writing Standards**

| | | |
|--|--------------|--|
| LEARNING STANDARD / DISCIPLINE | | Text Types and Purposes |
| DESCRIPTOR / CONTENT DISCIPLINE | 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. |

| | | |
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| STANDARD | 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. |
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| STANDARD | W.6.2.b | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |
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| STANDARD | W.6.2.d | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
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STATE GOAL / DISCIPLINARY CONCEPT **Writing Standards**

| | | |
|---------------------------------------|--|---|
| LEARNING STANDARD / DISCIPLINE | | Production and Distribution of Writing |
|---------------------------------------|--|---|

| | | |
|---------------------------------|-------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | 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.) |
|---------------------------------|-------|--|

| | | |
|---------------------------------|-------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | 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. |
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| | | |
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| DESCRIPTOR / CONTENT DISCIPLINE | 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. |
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STATE GOAL / DISCIPLINARY CONCEPT **Writing Standards**

| | | |
|--------------------------------|--|--|
| LEARNING STANDARD / DISCIPLINE | | Research to Build and Present Knowledge |
|--------------------------------|--|--|

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| DESCRIPTOR / CONTENT DISCIPLINE | W.6.7 | Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. |
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| | | |
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| DESCRIPTOR / CONTENT DISCIPLINE | 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. |
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STATE GOAL / DISCIPLINARY CONCEPT **Writing Standards**

| | | |
|--------------------------------|--|--|
| LEARNING STANDARD / DISCIPLINE | | Research to Build and Present Knowledge |
|--------------------------------|--|--|

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| DESCRIPTOR / CONTENT DISCIPLINE | W.6.9 | Draw evidence from literary or informational texts to support analysis, reflection, and research. |
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| STANDARD | 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"). |
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STATE GOAL / DISCIPLINARY CONCEPT **Writing Standards**

| | | |
|--------------------------------|--|-------------------------|
| LEARNING STANDARD / DISCIPLINE | | Range of Writing |
|--------------------------------|--|-------------------------|

| | | |
|---------------------------------|--------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | 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. |
|---------------------------------|--------|---|

STATE GOAL / DISCIPLINARY CONCEPT **Speaking and Listening Standards**

| | | |
|--------------------------------|--|--|
| LEARNING STANDARD / DISCIPLINE | | Comprehension and Collaboration |
|--------------------------------|--|--|

| | | |
|---------------------------------|--------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | 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. |
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| | | |
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| STANDARD | 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. |
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| STANDARD | SL.6.1.b | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. |
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|----------|----------|--|
| STANDARD | 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. |
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STATE GOAL / DISCIPLINARY CONCEPT

Language Standards

| | | |
|--|-------|---|
| LEARNING STANDARD / DISCIPLINE | | Conventions of Standard English |
| DESCRIPTOR / CONTENT DISCIPLINE | L.6.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |

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| STANDARD | L.6.1.d | Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). |
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| | | |
|----------|---------|---|
| STANDARD | 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. |
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STATE GOAL / DISCIPLINARY CONCEPT

Language Standards

| | | |
|--|-------|---|
| LEARNING STANDARD / DISCIPLINE | | Conventions of Standard English |
| DESCRIPTOR / CONTENT DISCIPLINE | L.6.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |

| | | |
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| STANDARD | L.6.2.b | Spell correctly. |
|----------|---------|------------------|

STATE GOAL / DISCIPLINARY CONCEPT

Language Standards

| | | |
|--|-------|---|
| LEARNING STANDARD / DISCIPLINE | | Vocabulary Acquisition and Use |
| DESCRIPTOR / CONTENT DISCIPLINE | 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. |

| | | |
|----------|---------|---|
| STANDARD | 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. |
|----------|---------|---|

| | | |
|----------|---------|---|
| STANDARD | 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). |
|----------|---------|---|

STATE GOAL / DISCIPLINARY CONCEPT

Language Standards

| | | |
|--|-------|---|
| LEARNING STANDARD / DISCIPLINE | | Vocabulary Acquisition and Use |
| DESCRIPTOR / CONTENT DISCIPLINE | 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. |

Illinois Learning Standards
Language Arts
 Grade 6 - Adopted: 2010 (CCSS) / Implemented 2013

**STATE GOAL /
DISCIPLINARY
CONCEPT**

College and Career Readiness Anchor Standards for Reading

| LEARNING STANDARD / DISCIPLINE | | Key Ideas and Details |
|---------------------------------|-----------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.R. 2 | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.R. 3 | Analyze how and why individuals, events, or ideas develop and interact over the course of a text. |

**STATE GOAL /
DISCIPLINARY
CONCEPT**

College and Career Readiness Anchor Standards for Reading

| LEARNING STANDARD / DISCIPLINE | | Craft and Structure |
|---------------------------------|-----------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.R. 4 | Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. |
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.R. 5 | Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. |

**STATE GOAL /
DISCIPLINARY
CONCEPT**

College and Career Readiness Anchor Standards for Reading

| LEARNING STANDARD / DISCIPLINE | | Integration of Knowledge and Ideas |
|---------------------------------|-----------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.R. 7 | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. |
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.R. 9 | Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. |

**STATE GOAL /
DISCIPLINARY
CONCEPT**

College and Career Readiness Anchor Standards for Reading

| LEARNING STANDARD / DISCIPLINE | | Range of Reading and Level of Text Complexity |
|---------------------------------|------------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.R. 10 | Read and comprehend complex literary and informational texts independently and proficiently. |

**STATE GOAL /
DISCIPLINARY
CONCEPT**

College and Career Readiness Anchor Standards for Writing

| | | |
|---|--|--------------------------------|
| LEARNING STANDARD / DISCIPLINE | | Text Types and Purposes |
|---|--|--------------------------------|

DESCRIPTOR /
CONTENT
DISCIPLINE

2 CCRA.W. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**STATE GOAL /
DISCIPLINARY
CONCEPT**

College and Career Readiness Anchor Standards for Writing

| | | |
|---|--|---|
| LEARNING STANDARD / DISCIPLINE | | Production and Distribution of Writing |
|---|--|---|

DESCRIPTOR /
CONTENT
DISCIPLINE

4 CCRA.W. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

DESCRIPTOR /
CONTENT
DISCIPLINE

5 CCRA.W. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

DESCRIPTOR /
CONTENT
DISCIPLINE

6 CCRA.W. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**STATE GOAL /
DISCIPLINARY
CONCEPT**

College and Career Readiness Anchor Standards for Writing

| | | |
|---|--|--|
| LEARNING STANDARD / DISCIPLINE | | Research to Build and Present Knowledge |
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DESCRIPTOR /
CONTENT
DISCIPLINE

7 CCRA.W. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

DESCRIPTOR /
CONTENT
DISCIPLINE

8 CCRA.W. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

**STATE GOAL /
DISCIPLINARY
CONCEPT**

College and Career Readiness Anchor Standards for Writing

| | | |
|---|--|-------------------------|
| LEARNING STANDARD / DISCIPLINE | | Range of Writing |
|---|--|-------------------------|

DESCRIPTOR /
CONTENT
DISCIPLINE

10 CCRA.W. 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 tasks, purposes, and audiences.

**STATE GOAL /
DISCIPLINARY
CONCEPT**

College and Career Readiness Anchor Standards for Speaking and Listening

| | | |
|---------------------------------------|--|--|
| LEARNING STANDARD / DISCIPLINE | | Comprehension and Collaboration |
|---------------------------------------|--|--|

DESCRIPTOR / CONTENT DISCIPLINE CCRA.S L.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

STATE GOAL / DISCIPLINARY CONCEPT **College and Career Readiness Anchor Standards for Language**

| | | |
|---------------------------------------|--|--|
| LEARNING STANDARD / DISCIPLINE | | Conventions of Standard English |
|---------------------------------------|--|--|

DESCRIPTOR / CONTENT DISCIPLINE CCRA.L. 2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

STATE GOAL / DISCIPLINARY CONCEPT **College and Career Readiness Anchor Standards for Language**

| | | |
|---------------------------------------|--|------------------------------|
| LEARNING STANDARD / DISCIPLINE | | Knowledge of Language |
|---------------------------------------|--|------------------------------|

DESCRIPTOR / CONTENT DISCIPLINE CCRA.L. 3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

STATE GOAL / DISCIPLINARY CONCEPT **College and Career Readiness Anchor Standards for Language**

| | | |
|---------------------------------------|--|---------------------------------------|
| LEARNING STANDARD / DISCIPLINE | | Vocabulary Acquisition and Use |
|---------------------------------------|--|---------------------------------------|

DESCRIPTOR / CONTENT DISCIPLINE CCRA.L. 4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

DESCRIPTOR / CONTENT DISCIPLINE CCRA.L. 6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

STATE GOAL / DISCIPLINARY CONCEPT **Reading Standards for Informational Text**

| | | |
|---------------------------------------|--|------------------------------|
| LEARNING STANDARD / DISCIPLINE | | Key Ideas and Details |
|---------------------------------------|--|------------------------------|

DESCRIPTOR / CONTENT DISCIPLINE RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

DESCRIPTOR / CONTENT DISCIPLINE 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.

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| DESCRIPTOR / CONTENT DISCIPLINE | 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). |
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STATE GOAL / DISCIPLINARY CONCEPT **Reading Standards for Informational Text**

| | | |
|---------------------------------------|--|----------------------------|
| LEARNING STANDARD / DISCIPLINE | | Craft and Structure |
|---------------------------------------|--|----------------------------|

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| DESCRIPTOR / CONTENT DISCIPLINE | RI.6.4 | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings |
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| DESCRIPTOR / CONTENT DISCIPLINE | 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. |
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STATE GOAL / DISCIPLINARY CONCEPT **Reading Standards for Informational Text**

| | | |
|---------------------------------------|--|---|
| LEARNING STANDARD / DISCIPLINE | | Integration of Knowledge and Ideas |
|---------------------------------------|--|---|

| | | |
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| DESCRIPTOR / CONTENT DISCIPLINE | 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. |
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| DESCRIPTOR / CONTENT DISCIPLINE | 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). |
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STATE GOAL / DISCIPLINARY CONCEPT **Writing Standards**

| | | |
|---------------------------------------|--|--------------------------------|
| LEARNING STANDARD / DISCIPLINE | | Text Types and Purposes |
|---------------------------------------|--|--------------------------------|

| | | |
|--|--------------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | 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. |
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| STANDARD | 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. |
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| STANDARD | W.6.2.b | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |
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| STANDARD | W.6.2.d | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
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STATE GOAL / DISCIPLINARY CONCEPT **Writing Standards**

| | | |
|---------------------------------------|--|---|
| LEARNING STANDARD / DISCIPLINE | | Production and Distribution of Writing |
|---------------------------------------|--|---|

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| DESCRIPTOR / CONTENT DISCIPLINE | 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.) |
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| | | |
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| DESCRIPTOR / CONTENT DISCIPLINE | 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. |
|---------------------------------|-------|---|

| | | |
|---------------------------------|-------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | 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. |
|---------------------------------|-------|---|

STATE GOAL / DISCIPLINARY CONCEPT **Writing Standards**

| | | |
|---------------------------------------|--|--|
| LEARNING STANDARD / DISCIPLINE | | Research to Build and Present Knowledge |
|---------------------------------------|--|--|

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| DESCRIPTOR / CONTENT DISCIPLINE | W.6.7 | Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. |
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| | | |
|---------------------------------|-------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | 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. |
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STATE GOAL / DISCIPLINARY CONCEPT **Writing Standards**

| | | |
|---------------------------------------|--|--|
| LEARNING STANDARD / DISCIPLINE | | Research to Build and Present Knowledge |
|---------------------------------------|--|--|

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| DESCRIPTOR / CONTENT DISCIPLINE | W.6.9 | Draw evidence from literary or informational texts to support analysis, reflection, and research. |
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| STANDARD | 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"). |
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STATE GOAL / DISCIPLINARY CONCEPT **Writing Standards**

| | | |
|---------------------------------------|--|-------------------------|
| LEARNING STANDARD / DISCIPLINE | | Range of Writing |
|---------------------------------------|--|-------------------------|

| | | |
|---------------------------------|--------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | W.6.10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
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STATE GOAL / DISCIPLINARY CONCEPT **Speaking and Listening Standards**

| | | |
|--|---------------|--|
| LEARNING STANDARD / DISCIPLINE | | Comprehension and Collaboration |
| DESCRIPTOR / CONTENT DISCIPLINE | 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. |

| | | |
|----------|----------|---|
| STANDARD | 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. |
| STANDARD | SL.6.1.b | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. |
| STANDARD | 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. |

STATE GOAL / DISCIPLINARY CONCEPT **Language Standards**

| | | |
|--|--------------|---|
| LEARNING STANDARD / DISCIPLINE | | Conventions of Standard English |
| DESCRIPTOR / CONTENT DISCIPLINE | L.6.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |

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

STATE GOAL / DISCIPLINARY CONCEPT **Language Standards**

| | | |
|--|--------------|---|
| LEARNING STANDARD / DISCIPLINE | | Conventions of Standard English |
| DESCRIPTOR / CONTENT DISCIPLINE | L.6.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |

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| STANDARD | L.6.2.b | Spell correctly. |
|----------|---------|------------------|

STATE GOAL / DISCIPLINARY CONCEPT **Language Standards**

| | | |
|--|--------------|---|
| LEARNING STANDARD / DISCIPLINE | | Vocabulary Acquisition and Use |
| DESCRIPTOR / CONTENT DISCIPLINE | 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. |

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| STANDARD | 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. |
| STANDARD | 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). |

**STATE GOAL /
DISCIPLINARY
CONCEPT**

Language Standards

| | | |
|---------------------------------------|--|---------------------------------------|
| LEARNING STANDARD / DISCIPLINE | | Vocabulary Acquisition and Use |
|---------------------------------------|--|---------------------------------------|

DESCRIPTOR / L.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather
CONTENT vocabulary knowledge when considering a word or phrase important to comprehension or expression.
DISCIPLINE

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

Illinois Learning Standards

Language Arts

Grade 6 - Adopted: 2010 (CCSS) / Implemented 2013

**STATE GOAL /
DISCIPLINARY
CONCEPT**

College and Career Readiness Anchor Standards for Reading

| | | |
|---------------------------------------|--|------------------------------|
| LEARNING STANDARD / DISCIPLINE | | Key Ideas and Details |
|---------------------------------------|--|------------------------------|

DESCRIPTOR / CCRA.R. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details
CONTENT 2 and ideas.
DISCIPLINE

DESCRIPTOR / CCRA.R. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT 3
DISCIPLINE

**STATE GOAL /
DISCIPLINARY
CONCEPT**

College and Career Readiness Anchor Standards for Reading

| | | |
|---------------------------------------|--|----------------------------|
| LEARNING STANDARD / DISCIPLINE | | Craft and Structure |
|---------------------------------------|--|----------------------------|

DESCRIPTOR / CCRA.R. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative
CONTENT 4 meanings, and analyze how specific word choices shape meaning or tone.
DISCIPLINE

DESCRIPTOR / CCRA.R. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a
CONTENT 5 section, chapter, scene, or stanza) relate to each other and the whole.
DISCIPLINE

**STATE GOAL /
DISCIPLINARY
CONCEPT**

College and Career Readiness Anchor Standards for Reading

| | | |
|---------------------------------------|--|---|
| LEARNING STANDARD / DISCIPLINE | | Integration of Knowledge and Ideas |
|---------------------------------------|--|---|

DESCRIPTOR / CCRA.R. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well
CONTENT 7 as in words.
DISCIPLINE

| | | |
|---------------------------------------|--------------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.R. 9 | Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. |
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**STATE GOAL /
DISCIPLINARY
CONCEPT**

College and Career Readiness Anchor Standards for Reading

| | | |
|---|--|--|
| LEARNING STANDARD / DISCIPLINE | | Range of Reading and Level of Text Complexity |
|---|--|--|

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| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.R. 10 | Read and comprehend complex literary and informational texts independently and proficiently. |
|---------------------------------------|---------------|--|

**STATE GOAL /
DISCIPLINARY
CONCEPT**

College and Career Readiness Anchor Standards for Writing

| | | |
|---|--|--------------------------------|
| LEARNING STANDARD / DISCIPLINE | | Text Types and Purposes |
|---|--|--------------------------------|

| | | |
|---------------------------------------|--------------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. 2 | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
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**STATE GOAL /
DISCIPLINARY
CONCEPT**

College and Career Readiness Anchor Standards for Writing

| | | |
|---|--|---|
| LEARNING STANDARD / DISCIPLINE | | Production and Distribution of Writing |
|---|--|---|

| | | |
|---------------------------------------|--------------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. 4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
|---------------------------------------|--------------|--|

| | | |
|---------------------------------------|--------------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. 5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
|---------------------------------------|--------------|---|

| | | |
|---------------------------------------|--------------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. 6 | Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. |
|---------------------------------------|--------------|---|

**STATE GOAL /
DISCIPLINARY
CONCEPT**

College and Career Readiness Anchor Standards for Writing

| | | |
|---|--|--|
| LEARNING STANDARD / DISCIPLINE | | Research to Build and Present Knowledge |
|---|--|--|

| | | |
|---------------------------------------|--------------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. 7 | Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. |
|---------------------------------------|--------------|---|

| | | |
|---------------------------------|-----------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. 8 | Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. |
|---------------------------------|-----------|---|

STATE GOAL / DISCIPLINARY CONCEPT **College and Career Readiness Anchor Standards for Writing**

| | | |
|--------------------------------|--|------------------|
| LEARNING STANDARD / DISCIPLINE | | Range of Writing |
|--------------------------------|--|------------------|

| | | |
|---------------------------------|------------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. 10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
|---------------------------------|------------|---|

STATE GOAL / DISCIPLINARY CONCEPT **College and Career Readiness Anchor Standards for Speaking and Listening**

| | | |
|--------------------------------|--|---------------------------------|
| LEARNING STANDARD / DISCIPLINE | | Comprehension and Collaboration |
|--------------------------------|--|---------------------------------|

| | | |
|---------------------------------|------------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.S L.1 | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. |
|---------------------------------|------------|--|

STATE GOAL / DISCIPLINARY CONCEPT **College and Career Readiness Anchor Standards for Language**

| | | |
|--------------------------------|--|---------------------------------|
| LEARNING STANDARD / DISCIPLINE | | Conventions of Standard English |
|--------------------------------|--|---------------------------------|

| | | |
|---------------------------------|-----------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.L. 2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
|---------------------------------|-----------|--|

STATE GOAL / DISCIPLINARY CONCEPT **College and Career Readiness Anchor Standards for Language**

| | | |
|--------------------------------|--|-----------------------|
| LEARNING STANDARD / DISCIPLINE | | Knowledge of Language |
|--------------------------------|--|-----------------------|

| | | |
|---------------------------------|-----------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.L. 3 | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. |
|---------------------------------|-----------|---|

STATE GOAL / DISCIPLINARY CONCEPT **College and Career Readiness Anchor Standards for Language**

| | | |
|--------------------------------|--|--------------------------------|
| LEARNING STANDARD / DISCIPLINE | | Vocabulary Acquisition and Use |
|--------------------------------|--|--------------------------------|

| | | |
|---------------------------------|-----------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.L. 4 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. |
|---------------------------------|-----------|---|

| | | |
|---------------------------------|----------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.L.6 | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. |
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STATE GOAL / DISCIPLINARY CONCEPT **Reading Standards for Informational Text**

| | | |
|---------------------------------------|--|------------------------------|
| LEARNING STANDARD / DISCIPLINE | | Key Ideas and Details |
|---------------------------------------|--|------------------------------|

| | | |
|---------------------------------|--------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | RI.6.1 | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
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| | | |
|---------------------------------|--------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | 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. |
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| | | |
|---------------------------------|--------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | 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). |
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STATE GOAL / DISCIPLINARY CONCEPT **Reading Standards for Informational Text**

| | | |
|---------------------------------------|--|----------------------------|
| LEARNING STANDARD / DISCIPLINE | | Craft and Structure |
|---------------------------------------|--|----------------------------|

| | | |
|---------------------------------|--------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | RI.6.4 | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings |
|---------------------------------|--------|--|

| | | |
|---------------------------------|--------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | 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. |
|---------------------------------|--------|--|

STATE GOAL / DISCIPLINARY CONCEPT **Reading Standards for Informational Text**

| | | |
|---------------------------------------|--|---|
| LEARNING STANDARD / DISCIPLINE | | Integration of Knowledge and Ideas |
|---------------------------------------|--|---|

| | | |
|---------------------------------|--------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | 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. |
|---------------------------------|--------|---|

| | | |
|---------------------------------|--------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | 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). |
|---------------------------------|--------|---|

STATE GOAL / DISCIPLINARY CONCEPT **Writing Standards**

| | | |
|--|--------------|--|
| LEARNING STANDARD / DISCIPLINE | | Text Types and Purposes |
| DESCRIPTOR / CONTENT DISCIPLINE | 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. |

| | | |
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| STANDARD | 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. |
|----------|---------|---|

| | | |
|----------|---------|--|
| STANDARD | W.6.2.b | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |
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| | | |
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| STANDARD | W.6.2.d | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
|----------|---------|---|

STATE GOAL / DISCIPLINARY CONCEPT **Writing Standards**

| | | |
|---------------------------------------|--|---|
| LEARNING STANDARD / DISCIPLINE | | Production and Distribution of Writing |
|---------------------------------------|--|---|

| | | |
|---------------------------------|-------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | 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.) |
|---------------------------------|-------|--|

| | | |
|---------------------------------|-------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | 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. |
|---------------------------------|-------|---|

| | | |
|---------------------------------|-------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | 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. |
|---------------------------------|-------|---|

STATE GOAL / DISCIPLINARY CONCEPT **Writing Standards**

| | | |
|---------------------------------------|--|--|
| LEARNING STANDARD / DISCIPLINE | | Research to Build and Present Knowledge |
|---------------------------------------|--|--|

| | | |
|---------------------------------|-------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | W.6.7 | Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. |
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| | | |
|---------------------------------|-------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | 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. |
|---------------------------------|-------|---|

STATE GOAL / DISCIPLINARY CONCEPT **Writing Standards**

| | | |
|---------------------------------------|--|--|
| LEARNING STANDARD / DISCIPLINE | | Research to Build and Present Knowledge |
|---------------------------------------|--|--|

| | | |
|--|--------------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | W.6.9 | Draw evidence from literary or informational texts to support analysis, reflection, and research. |
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STANDARD 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").

STATE GOAL / DISCIPLINARY CONCEPT

Writing Standards

| | | |
|---------------------------------------|--|-------------------------|
| LEARNING STANDARD / DISCIPLINE | | Range of Writing |
|---------------------------------------|--|-------------------------|

DESCRIPTOR / CONTENT DISCIPLINE 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.

STATE GOAL / DISCIPLINARY CONCEPT

Speaking and Listening Standards

| | | |
|---------------------------------------|--|--|
| LEARNING STANDARD / DISCIPLINE | | Comprehension and Collaboration |
|---------------------------------------|--|--|

| | | |
|--|---------------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | 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. |
|--|---------------|--|

STANDARD 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.

STANDARD SL.6.1.b Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

STANDARD 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.

STATE GOAL / DISCIPLINARY CONCEPT

Language Standards

| | | |
|---------------------------------------|--|--|
| LEARNING STANDARD / DISCIPLINE | | Conventions of Standard English |
|---------------------------------------|--|--|

| | | |
|--|--------------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | L.6.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
|--|--------------|---|

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

STANDARD 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.

STATE GOAL / DISCIPLINARY CONCEPT

Language Standards

| | | |
|---------------------------------------|--|--|
| LEARNING STANDARD / DISCIPLINE | | Conventions of Standard English |
|---------------------------------------|--|--|

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| DESCRIPTOR / CONTENT DISCIPLINE | L.6.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
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STANDARD L.6.2.b Spell correctly.

STATE GOAL / DISCIPLINARY CONCEPT

Language Standards

| | | |
|--|--------------|---|
| LEARNING STANDARD / DISCIPLINE | | Vocabulary Acquisition and Use |
| DESCRIPTOR / CONTENT DISCIPLINE | 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. |

STANDARD 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.

STANDARD 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).

STATE GOAL / DISCIPLINARY CONCEPT

Language Standards

| | | |
|--|--------------|---|
| LEARNING STANDARD / DISCIPLINE | | Vocabulary Acquisition and Use |
| DESCRIPTOR / CONTENT DISCIPLINE | 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. |

Illinois Learning Standards

Language Arts

Grade 6 - Adopted: 2010 (CCSS) / Implemented 2013

STATE GOAL / DISCIPLINARY CONCEPT

College and Career Readiness Anchor Standards for Writing

| | | |
|---------------------------------------|--|--------------------------------|
| LEARNING STANDARD / DISCIPLINE | | Text Types and Purposes |
|---------------------------------------|--|--------------------------------|

DESCRIPTOR / CONTENT DISCIPLINE CCRA.W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

STATE GOAL / DISCIPLINARY CONCEPT

College and Career Readiness Anchor Standards for Writing

| | | |
|---------------------------------------|--|---|
| LEARNING STANDARD / DISCIPLINE | | Production and Distribution of Writing |
|---------------------------------------|--|---|

DESCRIPTOR / CONTENT DISCIPLINE CCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

| | | |
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| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. 5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
|---------------------------------|-----------|---|

| | | |
|---------------------------------|-----------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. 6 | Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. |
|---------------------------------|-----------|---|

STATE GOAL / DISCIPLINARY CONCEPT **College and Career Readiness Anchor Standards for Writing**

| | | |
|---------------------------------------|--|-------------------------|
| LEARNING STANDARD / DISCIPLINE | | Range of Writing |
|---------------------------------------|--|-------------------------|

| | | |
|---------------------------------|------------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. 10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
|---------------------------------|------------|---|

STATE GOAL / DISCIPLINARY CONCEPT **College and Career Readiness Anchor Standards for Speaking and Listening**

| | | |
|---------------------------------------|--|--|
| LEARNING STANDARD / DISCIPLINE | | Comprehension and Collaboration |
|---------------------------------------|--|--|

| | | |
|---------------------------------|------------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.S L.1 | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. |
|---------------------------------|------------|--|

STATE GOAL / DISCIPLINARY CONCEPT **College and Career Readiness Anchor Standards for Language**

| | | |
|---------------------------------------|--|--|
| LEARNING STANDARD / DISCIPLINE | | Conventions of Standard English |
|---------------------------------------|--|--|

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|---------------------------------|-----------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.L. 2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
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STATE GOAL / DISCIPLINARY CONCEPT **Writing Standards**

| | | |
|---------------------------------------|--|--------------------------------|
| LEARNING STANDARD / DISCIPLINE | | Text Types and Purposes |
|---------------------------------------|--|--------------------------------|

| | | |
|--|--------------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | 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. |
|--|--------------|--|

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

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| STANDARD | W.6.2.d | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
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| STANDARD | W.6.2.f | Provide a concluding statement or section that follows from the information or explanation presented. |
|----------|---------|---|

**STATE GOAL /
DISCIPLINARY
CONCEPT**

Writing Standards

| | | |
|---|--|---|
| LEARNING STANDARD / DISCIPLINE | | Production and Distribution of Writing |
|---|--|---|

| | | |
|---------------------------------------|-------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | 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.) |
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| | | |
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| DESCRIPTOR / CONTENT DISCIPLINE | 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. |
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| | | |
|---------------------------------------|-------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | 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. |
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**STATE GOAL /
DISCIPLINARY
CONCEPT**

Writing Standards

| | | |
|---|--|-------------------------|
| LEARNING STANDARD / DISCIPLINE | | Range of Writing |
|---|--|-------------------------|

| | | |
|---------------------------------------|--------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | W.6.10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
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**STATE GOAL /
DISCIPLINARY
CONCEPT**

Speaking and Listening Standards

| | | |
|---|--|--|
| LEARNING STANDARD / DISCIPLINE | | Comprehension and Collaboration |
|---|--|--|

| | | |
|--|---------------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | 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. |
|--|---------------|--|

| | | |
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| STANDARD | 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. |
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| STANDARD | SL.6.1.b | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. |
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| STANDARD | 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. |
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**STATE GOAL /
DISCIPLINARY
CONCEPT**

Language Standards

| | | |
|--|-------|---|
| LEARNING STANDARD / DISCIPLINE | | Conventions of Standard English |
| DESCRIPTOR / CONTENT DISCIPLINE | L.6.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |

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| STANDARD | L.6.1.d | Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). |
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| | | |
|----------|---------|---|
| STANDARD | 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. |
|----------|---------|---|

STATE GOAL / DISCIPLINARY CONCEPT **Language Standards**

| | | |
|--|-------|---|
| LEARNING STANDARD / DISCIPLINE | | Conventions of Standard English |
| DESCRIPTOR / CONTENT DISCIPLINE | L.6.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |

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| STANDARD | L.6.2.b | Spell correctly. |
|----------|---------|------------------|

STATE GOAL / DISCIPLINARY CONCEPT **Language Standards**

| | | |
|---------------------------------------|--|---------------------------------------|
| LEARNING STANDARD / DISCIPLINE | | Vocabulary Acquisition and Use |
|---------------------------------------|--|---------------------------------------|

| | | |
|---------------------------------|-------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | 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. |
|---------------------------------|-------|--|

**Illinois Learning Standards
Language Arts
Grade 6 - Adopted: 2010 (CCSS) / Implemented 2013**

STATE GOAL / DISCIPLINARY CONCEPT **College and Career Readiness Anchor Standards for Writing**

| | | |
|---------------------------------------|--|--------------------------------|
| LEARNING STANDARD / DISCIPLINE | | Text Types and Purposes |
|---------------------------------------|--|--------------------------------|

| | | |
|---------------------------------|----------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W.2 | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
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| | | |
|---------------------------------|----------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W.3 | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences. |
|---------------------------------|----------|--|

STATE GOAL / DISCIPLINARY CONCEPT **College and Career Readiness Anchor Standards for Writing**

| | | |
|---------------------------------------|--|---|
| LEARNING STANDARD / DISCIPLINE | | Production and Distribution of Writing |
|---------------------------------------|--|---|

| | | |
|---------------------------------|-----------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. 4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
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| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. 5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
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| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. 6 | Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. |
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STATE GOAL / DISCIPLINARY CONCEPT **College and Career Readiness Anchor Standards for Writing**

| | | |
|---------------------------------------|--|-------------------------|
| LEARNING STANDARD / DISCIPLINE | | Range of Writing |
|---------------------------------------|--|-------------------------|

| | | |
|---------------------------------|------------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. 10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
|---------------------------------|------------|---|

STATE GOAL / DISCIPLINARY CONCEPT **College and Career Readiness Anchor Standards for Language**

| | | |
|---------------------------------------|--|--|
| LEARNING STANDARD / DISCIPLINE | | Conventions of Standard English |
|---------------------------------------|--|--|

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|---------------------------------|-----------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.L. 2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
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STATE GOAL / DISCIPLINARY CONCEPT **College and Career Readiness Anchor Standards for Language**

| | | |
|---------------------------------------|--|---------------------------------------|
| LEARNING STANDARD / DISCIPLINE | | Vocabulary Acquisition and Use |
|---------------------------------------|--|---------------------------------------|

| | | |
|---------------------------------|-----------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.L. 6 | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. |
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STATE GOAL / DISCIPLINARY CONCEPT **Writing Standards**

| | | |
|---------------------------------------|--|--------------------------------|
| LEARNING STANDARD / DISCIPLINE | | Text Types and Purposes |
|---------------------------------------|--|--------------------------------|

| | | |
|---------------------------------|-------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | 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. |
|---------------------------------|-------|---|

| | | |
|----------|---------|---|
| STANDARD | 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. |
| STANDARD | W.6.2.b | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |
| STANDARD | W.6.2.d | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| STANDARD | W.6.2.f | Provide a concluding statement or section that follows from the information or explanation presented. |

**STATE GOAL /
DISCIPLINARY
CONCEPT**

Writing Standards

| | | |
|--|--------------|---|
| LEARNING STANDARD / DISCIPLINE | | Text Types and Purposes |
| DESCRIPTOR / CONTENT DISCIPLINE | W.6.3 | Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. |

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| STANDARD | 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. |
| STANDARD | W.6.3.b | Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. |
| STANDARD | W.6.3.d | Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. |
| STANDARD | W.6.3.e | Provide a conclusion that follows from the narrated experiences or events. |

**STATE GOAL /
DISCIPLINARY
CONCEPT**

Writing Standards

| | | |
|---|-------|---|
| LEARNING STANDARD / DISCIPLINE | | Production and Distribution of Writing |
| DESCRIPTOR / CONTENT DISCIPLINE | 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.) |
| DESCRIPTOR / CONTENT DISCIPLINE | 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. |
| DESCRIPTOR / CONTENT DISCIPLINE | 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. |

**STATE GOAL /
DISCIPLINARY
CONCEPT**

Writing Standards

| | | |
|---------------------------------------|--|-------------------------|
| LEARNING STANDARD / DISCIPLINE | | Range of Writing |
|---------------------------------------|--|-------------------------|

DESCRIPTOR / CONTENT DISCIPLINE 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.

STATE GOAL / DISCIPLINARY CONCEPT **Language Standards**

| | | |
|---------------------------------------|--|--|
| LEARNING STANDARD / DISCIPLINE | | Conventions of Standard English |
|---------------------------------------|--|--|

| | | |
|--|--------------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | L.6.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
|--|--------------|---|

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

STANDARD 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.

STATE GOAL / DISCIPLINARY CONCEPT **Language Standards**

| | | |
|---------------------------------------|--|--|
| LEARNING STANDARD / DISCIPLINE | | Conventions of Standard English |
|---------------------------------------|--|--|

| | | |
|--|--------------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | L.6.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
|--|--------------|---|

STANDARD L.6.2.b Spell correctly.

STATE GOAL / DISCIPLINARY CONCEPT **Language Standards**

| | | |
|---------------------------------------|--|---------------------------------------|
| LEARNING STANDARD / DISCIPLINE | | Vocabulary Acquisition and Use |
|---------------------------------------|--|---------------------------------------|

DESCRIPTOR / CONTENT DISCIPLINE 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.

STATE GOAL / DISCIPLINARY CONCEPT **College and Career Readiness Anchor Standards for Writing**

| | | |
|---------------------------------------|--|--------------------------------|
| LEARNING STANDARD / DISCIPLINE | | Text Types and Purposes |
|---------------------------------------|--|--------------------------------|

| | | |
|---------------------------------|-----------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. 2 | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
|---------------------------------|-----------|--|

STATE GOAL / DISCIPLINARY CONCEPT **College and Career Readiness Anchor Standards for Writing**

| | | |
|---------------------------------------|--|---|
| LEARNING STANDARD / DISCIPLINE | | Production and Distribution of Writing |
|---------------------------------------|--|---|

| | | |
|---------------------------------|-----------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. 4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
|---------------------------------|-----------|--|

| | | |
|---------------------------------|-----------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. 5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
|---------------------------------|-----------|---|

| | | |
|---------------------------------|-----------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. 6 | Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. |
|---------------------------------|-----------|---|

STATE GOAL / DISCIPLINARY CONCEPT **College and Career Readiness Anchor Standards for Writing**

| | | |
|---------------------------------------|--|-------------------------|
| LEARNING STANDARD / DISCIPLINE | | Range of Writing |
|---------------------------------------|--|-------------------------|

| | | |
|---------------------------------|------------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. 10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
|---------------------------------|------------|---|

STATE GOAL / DISCIPLINARY CONCEPT **College and Career Readiness Anchor Standards for Language**

| | | |
|---------------------------------------|--|--|
| LEARNING STANDARD / DISCIPLINE | | Conventions of Standard English |
|---------------------------------------|--|--|

| | | |
|---------------------------------|-----------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.L. 2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
|---------------------------------|-----------|--|

STATE GOAL / DISCIPLINARY CONCEPT **Writing Standards**

| | | |
|---------------------------------------|--|--------------------------------|
| LEARNING STANDARD / DISCIPLINE | | Text Types and Purposes |
|---------------------------------------|--|--------------------------------|

| | | |
|--|--------------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | 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. |
|--|--------------|--|

| | | |
|----------|---------|---|
| STANDARD | 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. |
|----------|---------|---|

| | | |
|----------|---------|--|
| STANDARD | W.6.2.b | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |
| STANDARD | W.6.2.d | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| STANDARD | W.6.2.f | Provide a concluding statement or section that follows from the information or explanation presented. |

**STATE GOAL /
DISCIPLINARY
CONCEPT**

Writing Standards

| | | |
|---------------------------------------|-------|---|
| LEARNING STANDARD / DISCIPLINE | | Production and Distribution of Writing |
| DESCRIPTOR / CONTENT DISCIPLINE | 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.) |
| DESCRIPTOR / CONTENT DISCIPLINE | 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. |
| DESCRIPTOR / CONTENT DISCIPLINE | 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. |

**STATE GOAL /
DISCIPLINARY
CONCEPT**

Writing Standards

| | | |
|---------------------------------------|--------|---|
| LEARNING STANDARD / DISCIPLINE | | Range of Writing |
| DESCRIPTOR / CONTENT DISCIPLINE | 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. |

**STATE GOAL /
DISCIPLINARY
CONCEPT**

Language Standards

| | | |
|--|--------------|---|
| LEARNING STANDARD / DISCIPLINE | | Conventions of Standard English |
| DESCRIPTOR / CONTENT DISCIPLINE | L.6.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| STANDARD | L.6.1.d | Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). |
| STANDARD | 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. |

**STATE GOAL /
DISCIPLINARY
CONCEPT**

Language Standards

| | | |
|---------------------------------------|--|--|
| LEARNING STANDARD / DISCIPLINE | | Conventions of Standard English |
|---------------------------------------|--|--|

| | | |
|--|--------------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | L.6.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
|--|--------------|---|

STANDARD L.6.2.b Spell correctly.

STATE GOAL / DISCIPLINARY CONCEPT

Language Standards

| | | |
|---------------------------------------|--|---------------------------------------|
| LEARNING STANDARD / DISCIPLINE | | Vocabulary Acquisition and Use |
|---------------------------------------|--|---------------------------------------|

DESCRIPTOR / CONTENT DISCIPLINE L.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

Illinois Learning Standards

Language Arts

Grade 6 - Adopted: 2010 (CCSS) / Implemented 2013

STATE GOAL / DISCIPLINARY CONCEPT

College and Career Readiness Anchor Standards for Reading

| | | |
|---------------------------------------|--|------------------------------|
| LEARNING STANDARD / DISCIPLINE | | Key Ideas and Details |
|---------------------------------------|--|------------------------------|

DESCRIPTOR / CONTENT DISCIPLINE CCRA.R. 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

DESCRIPTOR / CONTENT DISCIPLINE CCRA.R. 3 Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

STATE GOAL / DISCIPLINARY CONCEPT

College and Career Readiness Anchor Standards for Reading

| | | |
|---------------------------------------|--|----------------------------|
| LEARNING STANDARD / DISCIPLINE | | Craft and Structure |
|---------------------------------------|--|----------------------------|

DESCRIPTOR / CONTENT DISCIPLINE CCRA.R. 4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

DESCRIPTOR / CONTENT DISCIPLINE CCRA.R. 5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

STATE GOAL / DISCIPLINARY CONCEPT

College and Career Readiness Anchor Standards for Reading

| | | |
|---------------------------------------|--|---|
| LEARNING STANDARD / DISCIPLINE | | Integration of Knowledge and Ideas |
|---------------------------------------|--|---|

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|---------------------------------|-----------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.R. 7 | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. |
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| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.R. 9 | Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. |
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STATE GOAL / DISCIPLINARY CONCEPT

College and Career Readiness Anchor Standards for Reading

| | | |
|--------------------------------|--|--|
| LEARNING STANDARD / DISCIPLINE | | Range of Reading and Level of Text Complexity |
|--------------------------------|--|--|

| | | |
|---------------------------------|------------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.R. 10 | Read and comprehend complex literary and informational texts independently and proficiently. |
|---------------------------------|------------|--|

STATE GOAL / DISCIPLINARY CONCEPT

College and Career Readiness Anchor Standards for Writing

| | | |
|--------------------------------|--|--------------------------------|
| LEARNING STANDARD / DISCIPLINE | | Text Types and Purposes |
|--------------------------------|--|--------------------------------|

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| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. 2 | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
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STATE GOAL / DISCIPLINARY CONCEPT

College and Career Readiness Anchor Standards for Writing

| | | |
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| LEARNING STANDARD / DISCIPLINE | | Production and Distribution of Writing |
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| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. 4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
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| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. 5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
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| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. 6 | Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. |
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STATE GOAL / DISCIPLINARY CONCEPT

College and Career Readiness Anchor Standards for Writing

| | | |
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| LEARNING STANDARD / DISCIPLINE | | Research to Build and Present Knowledge |
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| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. 7 | Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. |
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| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. 8 | Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. |
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STATE GOAL / DISCIPLINARY CONCEPT

College and Career Readiness Anchor Standards for Writing

| | | |
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| LEARNING STANDARD / DISCIPLINE | | Range of Writing |
|--------------------------------|--|-------------------------|

| | | |
|---------------------------------|------------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. 10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
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STATE GOAL / DISCIPLINARY CONCEPT

College and Career Readiness Anchor Standards for Language

| | | |
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| LEARNING STANDARD / DISCIPLINE | | Conventions of Standard English |
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| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.L. 1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
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| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.L. 2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
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STATE GOAL / DISCIPLINARY CONCEPT

College and Career Readiness Anchor Standards for Language

| | | |
|--------------------------------|--|------------------------------|
| LEARNING STANDARD / DISCIPLINE | | Knowledge of Language |
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| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.L. 3 | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. |
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STATE GOAL / DISCIPLINARY CONCEPT

College and Career Readiness Anchor Standards for Language

| | | |
|--------------------------------|--|---------------------------------------|
| LEARNING STANDARD / DISCIPLINE | | Vocabulary Acquisition and Use |
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| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.L. 4 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. |
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| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.L.6 | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. |
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STATE GOAL / DISCIPLINARY CONCEPT **Reading Standards for Informational Text**

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|---------------------------------------|--|------------------------------|
| LEARNING STANDARD / DISCIPLINE | | Key Ideas and Details |
|---------------------------------------|--|------------------------------|

| | | |
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| DESCRIPTOR / CONTENT DISCIPLINE | RI.6.1 | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
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| DESCRIPTOR / CONTENT DISCIPLINE | 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. |
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| DESCRIPTOR / CONTENT DISCIPLINE | 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). |
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STATE GOAL / DISCIPLINARY CONCEPT **Reading Standards for Informational Text**

| | | |
|---------------------------------------|--|----------------------------|
| LEARNING STANDARD / DISCIPLINE | | Craft and Structure |
|---------------------------------------|--|----------------------------|

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| DESCRIPTOR / CONTENT DISCIPLINE | RI.6.4 | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings |
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| DESCRIPTOR / CONTENT DISCIPLINE | 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. |
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STATE GOAL / DISCIPLINARY CONCEPT **Reading Standards for Informational Text**

| | | |
|---------------------------------------|--|---|
| LEARNING STANDARD / DISCIPLINE | | Integration of Knowledge and Ideas |
|---------------------------------------|--|---|

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| DESCRIPTOR / CONTENT DISCIPLINE | 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. |
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| DESCRIPTOR / CONTENT DISCIPLINE | 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). |
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STATE GOAL / DISCIPLINARY CONCEPT **Writing Standards**

| | | |
|--|--------------|--|
| LEARNING STANDARD / DISCIPLINE | | Text Types and Purposes |
| DESCRIPTOR / CONTENT DISCIPLINE | 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. |

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| STANDARD | 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. |
| STANDARD | W.6.2.b | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |
| STANDARD | W.6.2.d | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| STANDARD | W.6.2.e | Establish and maintain a formal style. |
| STANDARD | W.6.2.f | Provide a concluding statement or section that follows from the information or explanation presented. |

STATE GOAL / DISCIPLINARY CONCEPT

Writing Standards

| | | |
|---------------------------------------|--|---|
| LEARNING STANDARD / DISCIPLINE | | Production and Distribution of Writing |
|---------------------------------------|--|---|

| | | |
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| DESCRIPTOR / CONTENT DISCIPLINE | 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.) |
| DESCRIPTOR / CONTENT DISCIPLINE | 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. |
| DESCRIPTOR / CONTENT DISCIPLINE | 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. |

STATE GOAL / DISCIPLINARY CONCEPT

Writing Standards

| | | |
|---------------------------------------|--|--|
| LEARNING STANDARD / DISCIPLINE | | Research to Build and Present Knowledge |
|---------------------------------------|--|--|

| | | |
|---------------------------------|-------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | W.6.7 | Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. |
| DESCRIPTOR / CONTENT DISCIPLINE | 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. |

STATE GOAL / DISCIPLINARY CONCEPT

Writing Standards

| | | |
|--|--------------|--|
| LEARNING STANDARD / DISCIPLINE | | Research to Build and Present Knowledge |
| DESCRIPTOR / CONTENT DISCIPLINE | W.6.9 | Draw evidence from literary or informational texts to support analysis, reflection, and research. |

STANDARD 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").

STATE GOAL / DISCIPLINARY CONCEPT **Writing Standards**

| | | |
|---------------------------------------|--|-------------------------|
| LEARNING STANDARD / DISCIPLINE | | Range of Writing |
|---------------------------------------|--|-------------------------|

DESCRIPTOR / CONTENT DISCIPLINE 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.

STATE GOAL / DISCIPLINARY CONCEPT **Language Standards**

| | | |
|---------------------------------------|--|--|
| LEARNING STANDARD / DISCIPLINE | | Conventions of Standard English |
|---------------------------------------|--|--|

| | | |
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| DESCRIPTOR / CONTENT DISCIPLINE | L.6.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
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STANDARD L.6.1.d Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

STANDARD 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.

STATE GOAL / DISCIPLINARY CONCEPT **Language Standards**

| | | |
|---------------------------------------|--|--|
| LEARNING STANDARD / DISCIPLINE | | Conventions of Standard English |
|---------------------------------------|--|--|

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| DESCRIPTOR / CONTENT DISCIPLINE | L.6.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
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STANDARD L.6.2.b Spell correctly.

STATE GOAL / DISCIPLINARY CONCEPT **Language Standards**

| | | |
|---------------------------------------|--|---------------------------------------|
| LEARNING STANDARD / DISCIPLINE | | Vocabulary Acquisition and Use |
|---------------------------------------|--|---------------------------------------|

| | | |
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| DESCRIPTOR / CONTENT DISCIPLINE | 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. |
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| STANDARD | 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. |
| STANDARD | 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). |

**STATE GOAL /
DISCIPLINARY
CONCEPT**

Language Standards

| | | |
|---------------------------------------|--|---------------------------------------|
| LEARNING STANDARD / DISCIPLINE | | Vocabulary Acquisition and Use |
|---------------------------------------|--|---------------------------------------|

| | | |
|---------------------------------|-------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | L.6.6 | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
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Illinois Learning Standards

Language Arts

Grade 6 - Adopted: 2010 (CCSS) / Implemented 2013

**STATE GOAL /
DISCIPLINARY
CONCEPT**

College and Career Readiness Anchor Standards for Reading

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|---------------------------------------|--|------------------------------|
| LEARNING STANDARD / DISCIPLINE | | Key Ideas and Details |
|---------------------------------------|--|------------------------------|

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| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.R. 2 | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
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| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.R. 3 | Analyze how and why individuals, events, or ideas develop and interact over the course of a text. |
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**STATE GOAL /
DISCIPLINARY
CONCEPT**

College and Career Readiness Anchor Standards for Reading

| | | |
|---------------------------------------|--|----------------------------|
| LEARNING STANDARD / DISCIPLINE | | Craft and Structure |
|---------------------------------------|--|----------------------------|

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| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.R. 4 | Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. |
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| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.R. 5 | Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. |
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**STATE GOAL /
DISCIPLINARY
CONCEPT**

College and Career Readiness Anchor Standards for Reading

| | | |
|---------------------------------------|--|---|
| LEARNING STANDARD / DISCIPLINE | | Integration of Knowledge and Ideas |
|---------------------------------------|--|---|

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| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.R. 7 | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. |
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| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.R. 9 | Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. |
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**STATE GOAL /
DISCIPLINARY
CONCEPT**

College and Career Readiness Anchor Standards for Reading

| | | |
|---|--|--|
| LEARNING STANDARD / DISCIPLINE | | Range of Reading and Level of Text Complexity |
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| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.R. 10 | Read and comprehend complex literary and informational texts independently and proficiently. |
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**STATE GOAL /
DISCIPLINARY
CONCEPT**

College and Career Readiness Anchor Standards for Writing

| | | |
|---|--|--------------------------------|
| LEARNING STANDARD / DISCIPLINE | | Text Types and Purposes |
|---|--|--------------------------------|

| | | |
|---------------------------------------|--------------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. 2 | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
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**STATE GOAL /
DISCIPLINARY
CONCEPT**

College and Career Readiness Anchor Standards for Writing

| | | |
|---|--|---|
| LEARNING STANDARD / DISCIPLINE | | Production and Distribution of Writing |
|---|--|---|

| | | |
|---------------------------------------|--------------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. 4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
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| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. 5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
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| | | |
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| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. 6 | Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. |
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**STATE GOAL /
DISCIPLINARY
CONCEPT**

College and Career Readiness Anchor Standards for Writing

| | | |
|---|--|--|
| LEARNING STANDARD / DISCIPLINE | | Research to Build and Present Knowledge |
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| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. 7 | Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. |
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. 8 | Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. |
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. 9 | Draw evidence from literary or informational texts to support analysis, reflection, and research. |

**STATE GOAL /
DISCIPLINARY
CONCEPT**

College and Career Readiness Anchor Standards for Writing

| | | |
|---|--|-------------------------|
| LEARNING STANDARD / DISCIPLINE | | Range of Writing |
|---|--|-------------------------|

| | | |
|---------------------------------------|---------------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. 10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
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**STATE GOAL /
DISCIPLINARY
CONCEPT**

College and Career Readiness Anchor Standards for Speaking and Listening

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|---|--|--|
| LEARNING STANDARD / DISCIPLINE | | Comprehension and Collaboration |
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| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.S L.1 | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. |
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**STATE GOAL /
DISCIPLINARY
CONCEPT**

College and Career Readiness Anchor Standards for Language

| | | |
|---|--|--|
| LEARNING STANDARD / DISCIPLINE | | Conventions of Standard English |
|---|--|--|

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| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.L. 1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
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| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.L. 2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
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**STATE GOAL /
DISCIPLINARY
CONCEPT**

College and Career Readiness Anchor Standards for Language

| | | |
|---|--|------------------------------|
| LEARNING STANDARD / DISCIPLINE | | Knowledge of Language |
|---|--|------------------------------|

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|---------------------------------|-----------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.L. 3 | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. |
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STATE GOAL / DISCIPLINARY CONCEPT

College and Career Readiness Anchor Standards for Language

| | | |
|---------------------------------------|--|---------------------------------------|
| LEARNING STANDARD / DISCIPLINE | | Vocabulary Acquisition and Use |
|---------------------------------------|--|---------------------------------------|

| | | |
|---------------------------------|-----------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.L. 4 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. |
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| | | |
|---------------------------------|-----------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.L. 6 | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. |
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STATE GOAL / DISCIPLINARY CONCEPT

Reading Standards for Informational Text

| | | |
|---------------------------------------|--|------------------------------|
| LEARNING STANDARD / DISCIPLINE | | Key Ideas and Details |
|---------------------------------------|--|------------------------------|

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|---------------------------------|--------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | RI.6.1 | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
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| | | |
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| DESCRIPTOR / CONTENT DISCIPLINE | 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. |
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| DESCRIPTOR / CONTENT DISCIPLINE | 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). |
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STATE GOAL / DISCIPLINARY CONCEPT

Reading Standards for Informational Text

| | | |
|---------------------------------------|--|----------------------------|
| LEARNING STANDARD / DISCIPLINE | | Craft and Structure |
|---------------------------------------|--|----------------------------|

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| DESCRIPTOR / CONTENT DISCIPLINE | RI.6.4 | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings |
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| DESCRIPTOR / CONTENT DISCIPLINE | 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. |
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STATE GOAL / DISCIPLINARY CONCEPT

Reading Standards for Informational Text

| | | |
|---------------------------------------|--|---|
| LEARNING STANDARD / DISCIPLINE | | Integration of Knowledge and Ideas |
|---------------------------------------|--|---|

| | | |
|---------------------------------|--------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | 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. |
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| | | |
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| DESCRIPTOR / CONTENT DISCIPLINE | 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). |
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STATE GOAL / DISCIPLINARY CONCEPT **Writing Standards**

| | | |
|---------------------------------------|--|--------------------------------|
| LEARNING STANDARD / DISCIPLINE | | Text Types and Purposes |
|---------------------------------------|--|--------------------------------|

| | | |
|--|--------------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | 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. |
|--|--------------|--|

| | | |
|----------|---------|---|
| STANDARD | 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. |
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| STANDARD | W.6.2.b | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |
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| | | |
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| STANDARD | W.6.2.d | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
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| STANDARD | W.6.2.e | Establish and maintain a formal style. |
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| | | |
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| STANDARD | W.6.2.f | Provide a concluding statement or section that follows from the information or explanation presented. |
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STATE GOAL / DISCIPLINARY CONCEPT **Writing Standards**

| | | |
|---------------------------------------|--|---|
| LEARNING STANDARD / DISCIPLINE | | Production and Distribution of Writing |
|---------------------------------------|--|---|

| | | |
|---------------------------------|-------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | 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.) |
|---------------------------------|-------|--|

| | | |
|---------------------------------|-------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | 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. |
|---------------------------------|-------|---|

| | | |
|---------------------------------|-------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | 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. |
|---------------------------------|-------|---|

STATE GOAL / DISCIPLINARY CONCEPT **Writing Standards**

| | | |
|---------------------------------------|--|--|
| LEARNING STANDARD / DISCIPLINE | | Research to Build and Present Knowledge |
|---------------------------------------|--|--|

DESCRIPTOR / CONTENT DISCIPLINE W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

DESCRIPTOR / CONTENT DISCIPLINE 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.

STATE GOAL / DISCIPLINARY CONCEPT **Writing Standards**

| | | |
|---------------------------------------|--|--|
| LEARNING STANDARD / DISCIPLINE | | Research to Build and Present Knowledge |
|---------------------------------------|--|--|

| | | |
|--|--------------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | W.6.9 | Draw evidence from literary or informational texts to support analysis, reflection, and research. |
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STANDARD 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").

STATE GOAL / DISCIPLINARY CONCEPT **Writing Standards**

| | | |
|---------------------------------------|--|-------------------------|
| LEARNING STANDARD / DISCIPLINE | | Range of Writing |
|---------------------------------------|--|-------------------------|

DESCRIPTOR / CONTENT DISCIPLINE 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.

STATE GOAL / DISCIPLINARY CONCEPT **Speaking and Listening Standards**

| | | |
|---------------------------------------|--|--|
| LEARNING STANDARD / DISCIPLINE | | Comprehension and Collaboration |
|---------------------------------------|--|--|

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| DESCRIPTOR / CONTENT DISCIPLINE | 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. |
|--|---------------|--|

STANDARD 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.

STANDARD SL.6.1.b Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

STANDARD 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.

STATE GOAL / DISCIPLINARY CONCEPT **Language Standards**

| | | |
|--|-------|---|
| LEARNING STANDARD / DISCIPLINE | | Conventions of Standard English |
| DESCRIPTOR / CONTENT DISCIPLINE | L.6.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |

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| STANDARD | L.6.1.d | Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). |
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| STANDARD | 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. |
|----------|---------|---|

STATE GOAL / DISCIPLINARY CONCEPT **Language Standards**

| | | |
|--|-------|---|
| LEARNING STANDARD / DISCIPLINE | | Conventions of Standard English |
| DESCRIPTOR / CONTENT DISCIPLINE | L.6.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |

| | | |
|----------|---------|------------------|
| STANDARD | L.6.2.b | Spell correctly. |
|----------|---------|------------------|

STATE GOAL / DISCIPLINARY CONCEPT **Language Standards**

| | | |
|--|-------|---|
| LEARNING STANDARD / DISCIPLINE | | Vocabulary Acquisition and Use |
| DESCRIPTOR / CONTENT DISCIPLINE | 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. |

| | | |
|----------|---------|---|
| STANDARD | 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. |
|----------|---------|---|

| | | |
|----------|---------|---|
| STANDARD | 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). |
|----------|---------|---|

STATE GOAL / DISCIPLINARY CONCEPT **Language Standards**

| | | |
|--|-------|---|
| LEARNING STANDARD / DISCIPLINE | | Vocabulary Acquisition and Use |
| DESCRIPTOR / CONTENT DISCIPLINE | 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. |

**STATE GOAL /
DISCIPLINARY
CONCEPT**

College and Career Readiness Anchor Standards for Reading

| LEARNING STANDARD / DISCIPLINE | | Key Ideas and Details |
|---|--------------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.R. 2 | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.R. 3 | Analyze how and why individuals, events, or ideas develop and interact over the course of a text. |

**STATE GOAL /
DISCIPLINARY
CONCEPT**

College and Career Readiness Anchor Standards for Reading

| LEARNING STANDARD / DISCIPLINE | | Craft and Structure |
|---|--------------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.R. 4 | Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. |
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.R. 6 | Assess how point of view or purpose shapes the content and style of a text. |

**STATE GOAL /
DISCIPLINARY
CONCEPT**

College and Career Readiness Anchor Standards for Reading

| LEARNING STANDARD / DISCIPLINE | | Integration of Knowledge and Ideas |
|---|--------------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.R. 7 | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. |

**STATE GOAL /
DISCIPLINARY
CONCEPT**

College and Career Readiness Anchor Standards for Reading

| LEARNING STANDARD / DISCIPLINE | | Range of Reading and Level of Text Complexity |
|---|---------------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.R. 10 | Read and comprehend complex literary and informational texts independently and proficiently. |

**STATE GOAL /
DISCIPLINARY
CONCEPT**

College and Career Readiness Anchor Standards for Writing

| LEARNING STANDARD / DISCIPLINE | | Text Types and Purposes |
|---|--|--------------------------------|
|---|--|--------------------------------|

| | | |
|---------------------------------|-----------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. 3 | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences. |
|---------------------------------|-----------|--|

STATE GOAL / DISCIPLINARY CONCEPT **College and Career Readiness Anchor Standards for Writing**

| | | |
|---------------------------------------|--|---|
| LEARNING STANDARD / DISCIPLINE | | Production and Distribution of Writing |
|---------------------------------------|--|---|

| | | |
|---------------------------------|-----------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. 4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
|---------------------------------|-----------|--|

| | | |
|---------------------------------|-----------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. 5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
|---------------------------------|-----------|---|

| | | |
|---------------------------------|-----------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. 6 | Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. |
|---------------------------------|-----------|---|

STATE GOAL / DISCIPLINARY CONCEPT **College and Career Readiness Anchor Standards for Writing**

| | | |
|---------------------------------------|--|--|
| LEARNING STANDARD / DISCIPLINE | | Research to Build and Present Knowledge |
|---------------------------------------|--|--|

| | | |
|---------------------------------|-----------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. 9 | Draw evidence from literary or informational texts to support analysis, reflection, and research. |
|---------------------------------|-----------|---|

STATE GOAL / DISCIPLINARY CONCEPT **College and Career Readiness Anchor Standards for Writing**

| | | |
|---------------------------------------|--|-------------------------|
| LEARNING STANDARD / DISCIPLINE | | Range of Writing |
|---------------------------------------|--|-------------------------|

| | | |
|---------------------------------|------------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. 10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
|---------------------------------|------------|---|

STATE GOAL / DISCIPLINARY CONCEPT **College and Career Readiness Anchor Standards for Speaking and Listening**

| | | |
|---------------------------------------|--|--|
| LEARNING STANDARD / DISCIPLINE | | Comprehension and Collaboration |
|---------------------------------------|--|--|

| | | |
|---------------------------------|------------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.S L.1 | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. |
|---------------------------------|------------|--|

STATE GOAL / DISCIPLINARY CONCEPT **College and Career Readiness Anchor Standards for Language**

| | | |
|---------------------------------------|--|--|
| LEARNING STANDARD / DISCIPLINE | | Conventions of Standard English |
|---------------------------------------|--|--|

DESCRIPTOR / CONTENT DISCIPLINE CCRA.L. 2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

STATE GOAL / DISCIPLINARY CONCEPT **College and Career Readiness Anchor Standards for Language**

| | | |
|---------------------------------------|--|------------------------------|
| LEARNING STANDARD / DISCIPLINE | | Knowledge of Language |
|---------------------------------------|--|------------------------------|

DESCRIPTOR / CONTENT DISCIPLINE CCRA.L. 3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

STATE GOAL / DISCIPLINARY CONCEPT **College and Career Readiness Anchor Standards for Language**

| | | |
|---------------------------------------|--|---------------------------------------|
| LEARNING STANDARD / DISCIPLINE | | Vocabulary Acquisition and Use |
|---------------------------------------|--|---------------------------------------|

DESCRIPTOR / CONTENT DISCIPLINE CCRA.L. 4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

DESCRIPTOR / CONTENT DISCIPLINE CCRA.L. 6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

STATE GOAL / DISCIPLINARY CONCEPT **Reading Standards for Literature**

| | | |
|---------------------------------------|--|------------------------------|
| LEARNING STANDARD / DISCIPLINE | | Key Ideas and Details |
|---------------------------------------|--|------------------------------|

DESCRIPTOR / CONTENT DISCIPLINE RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

DESCRIPTOR / CONTENT DISCIPLINE 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.

DESCRIPTOR / CONTENT DISCIPLINE 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.

**STATE GOAL /
DISCIPLINARY
CONCEPT**

Reading Standards for Literature

| LEARNING STANDARD / DISCIPLINE | | Craft and Structure |
|---|--------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | 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. |
| DESCRIPTOR / CONTENT DISCIPLINE | 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. |
| DESCRIPTOR / CONTENT DISCIPLINE | RL.6.6 | Explain how an author develops the point of view of the narrator or speaker in a text. |

**STATE GOAL /
DISCIPLINARY
CONCEPT**

Reading Standards for Literature

| LEARNING STANDARD / DISCIPLINE | | Range of Reading and Level of Text Complexity |
|---|---------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | 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. |

**STATE GOAL /
DISCIPLINARY
CONCEPT**

Reading Standards for Informational Text

| LEARNING STANDARD / DISCIPLINE | | Key Ideas and Details |
|---|--------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | RI.6.1 | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| DESCRIPTOR / CONTENT DISCIPLINE | 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. |
| DESCRIPTOR / CONTENT DISCIPLINE | 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). |

**STATE GOAL /
DISCIPLINARY
CONCEPT**

Reading Standards for Informational Text

| LEARNING STANDARD / DISCIPLINE | | Craft and Structure |
|---|--|----------------------------|
|---|--|----------------------------|

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| DESCRIPTOR / CONTENT DISCIPLINE | RI.6.4 | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings |
|---------------------------------|--------|--|

STATE GOAL / DISCIPLINARY CONCEPT **Reading Standards for Informational Text**

| | | |
|--------------------------------|--|---|
| LEARNING STANDARD / DISCIPLINE | | Integration of Knowledge and Ideas |
|--------------------------------|--|---|

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|---------------------------------|--------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | 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. |
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STATE GOAL / DISCIPLINARY CONCEPT **Writing Standards**

| | | |
|--------------------------------|--|--------------------------------|
| LEARNING STANDARD / DISCIPLINE | | Text Types and Purposes |
|--------------------------------|--|--------------------------------|

| | | |
|---------------------------------|-------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | 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. |
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| STANDARD | W.6.2.b | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |
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STATE GOAL / DISCIPLINARY CONCEPT **Writing Standards**

| | | |
|--------------------------------|--|--------------------------------|
| LEARNING STANDARD / DISCIPLINE | | Text Types and Purposes |
|--------------------------------|--|--------------------------------|

| | | |
|---------------------------------|-------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | W.6.3 | Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. |
|---------------------------------|-------|---|

| | | |
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| STANDARD | 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. |
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|----------|---------|---|
| STANDARD | W.6.3.b | Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. |
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| STANDARD | W.6.3.d | Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. |
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| STANDARD | W.6.3.e | Provide a conclusion that follows from the narrated experiences or events. |
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STATE GOAL / DISCIPLINARY CONCEPT **Writing Standards**

| | | |
|--------------------------------|--|---|
| LEARNING STANDARD / DISCIPLINE | | Production and Distribution of Writing |
|--------------------------------|--|---|

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|---------------------------------|-------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | 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.) |
| DESCRIPTOR / CONTENT DISCIPLINE | 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. |
| DESCRIPTOR / CONTENT DISCIPLINE | 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. |

STATE GOAL / DISCIPLINARY CONCEPT **Writing Standards**

| | | |
|---------------------------------------|--|--|
| LEARNING STANDARD / DISCIPLINE | | Research to Build and Present Knowledge |
|---------------------------------------|--|--|

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|---------------------------------|-------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | 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. |
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STATE GOAL / DISCIPLINARY CONCEPT **Writing Standards**

| | | |
|---------------------------------------|--|-------------------------|
| LEARNING STANDARD / DISCIPLINE | | Range of Writing |
|---------------------------------------|--|-------------------------|

| | | |
|---------------------------------|--------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | W.6.10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
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STATE GOAL / DISCIPLINARY CONCEPT **Speaking and Listening Standards**

| | | |
|---------------------------------------|--|--|
| LEARNING STANDARD / DISCIPLINE | | Comprehension and Collaboration |
|---------------------------------------|--|--|

| | | |
|--|---------------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | 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. |
|--|---------------|--|

| | | |
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| STANDARD | 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. |
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|----------|----------|--|
| STANDARD | SL.6.1.b | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. |
|----------|----------|--|

| | | |
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| STANDARD | 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. |
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STATE GOAL / DISCIPLINARY CONCEPT **Language Standards**

| | | |
|--|--------------|---|
| LEARNING STANDARD / DISCIPLINE | | Conventions of Standard English |
| DESCRIPTOR / CONTENT DISCIPLINE | L.6.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |

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| STANDARD | L.6.1.d | Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). |
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| | | |
|----------|---------|---|
| STANDARD | 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. |
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STATE GOAL / DISCIPLINARY CONCEPT **Language Standards**

| | | |
|--|--------------|---|
| LEARNING STANDARD / DISCIPLINE | | Conventions of Standard English |
| DESCRIPTOR / CONTENT DISCIPLINE | L.6.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |

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| STANDARD | L.6.2.b | Spell correctly. |
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STATE GOAL / DISCIPLINARY CONCEPT **Language Standards**

| | | |
|--|--------------|---|
| LEARNING STANDARD / DISCIPLINE | | Knowledge of Language |
| DESCRIPTOR / CONTENT DISCIPLINE | L.6.3 | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |

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| STANDARD | L.6.3.b | Maintain consistency in style and tone. |
|----------|---------|---|

STATE GOAL / DISCIPLINARY CONCEPT **Language Standards**

| | | |
|--|--------------|---|
| LEARNING STANDARD / DISCIPLINE | | Vocabulary Acquisition and Use |
| DESCRIPTOR / CONTENT DISCIPLINE | 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. |

| | | |
|----------|---------|---|
| STANDARD | 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. |
|----------|---------|---|

| | | |
|----------|---------|---|
| STANDARD | 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). |
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STATE GOAL / DISCIPLINARY CONCEPT **Language Standards**

| | | |
|---------------------------------------|--|---------------------------------------|
| LEARNING STANDARD / DISCIPLINE | | Vocabulary Acquisition and Use |
|---------------------------------------|--|---------------------------------------|

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|--|--------------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | L.6.5 | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. |
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STANDARD L.6.5.a Interpret figures of speech (e.g., personification) in context.

STATE GOAL / DISCIPLINARY CONCEPT

Language Standards

| | | |
|---------------------------------------|--|---------------------------------------|
| LEARNING STANDARD / DISCIPLINE | | Vocabulary Acquisition and Use |
|---------------------------------------|--|---------------------------------------|

DESCRIPTOR / CONTENT DISCIPLINE L.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Illinois Learning Standards

Language Arts

Grade 6 - Adopted: 2010 (CCSS) / Implemented 2013

STATE GOAL / DISCIPLINARY CONCEPT

College and Career Readiness Anchor Standards for Reading

| | | |
|---------------------------------------|--|------------------------------|
| LEARNING STANDARD / DISCIPLINE | | Key Ideas and Details |
|---------------------------------------|--|------------------------------|

DESCRIPTOR / CONTENT DISCIPLINE CCRA.R. 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

DESCRIPTOR / CONTENT DISCIPLINE CCRA.R. 3 Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

STATE GOAL / DISCIPLINARY CONCEPT

College and Career Readiness Anchor Standards for Reading

| | | |
|---------------------------------------|--|----------------------------|
| LEARNING STANDARD / DISCIPLINE | | Craft and Structure |
|---------------------------------------|--|----------------------------|

DESCRIPTOR / CONTENT DISCIPLINE CCRA.R. 4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

DESCRIPTOR / CONTENT DISCIPLINE CCRA.R. 6 Assess how point of view or purpose shapes the content and style of a text.

STATE GOAL / DISCIPLINARY CONCEPT

College and Career Readiness Anchor Standards for Reading

| | | |
|---------------------------------------|--|---|
| LEARNING STANDARD / DISCIPLINE | | Integration of Knowledge and Ideas |
|---------------------------------------|--|---|

| | | |
|---------------------------------|-----------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.R. 7 | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. |
|---------------------------------|-----------|--|

STATE GOAL / DISCIPLINARY CONCEPT **College and Career Readiness Anchor Standards for Reading**

| | | |
|---------------------------------------|--|--|
| LEARNING STANDARD / DISCIPLINE | | Range of Reading and Level of Text Complexity |
|---------------------------------------|--|--|

| | | |
|---------------------------------|------------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.R. 10 | Read and comprehend complex literary and informational texts independently and proficiently. |
|---------------------------------|------------|--|

STATE GOAL / DISCIPLINARY CONCEPT **College and Career Readiness Anchor Standards for Writing**

| | | |
|---------------------------------------|--|--------------------------------|
| LEARNING STANDARD / DISCIPLINE | | Text Types and Purposes |
|---------------------------------------|--|--------------------------------|

| | | |
|---------------------------------|-----------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. 3 | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences. |
|---------------------------------|-----------|--|

STATE GOAL / DISCIPLINARY CONCEPT **College and Career Readiness Anchor Standards for Writing**

| | | |
|---------------------------------------|--|---|
| LEARNING STANDARD / DISCIPLINE | | Production and Distribution of Writing |
|---------------------------------------|--|---|

| | | |
|---------------------------------|-----------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. 4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
|---------------------------------|-----------|--|

| | | |
|---------------------------------|-----------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. 5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
|---------------------------------|-----------|---|

| | | |
|---------------------------------|-----------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. 6 | Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. |
|---------------------------------|-----------|---|

STATE GOAL / DISCIPLINARY CONCEPT **College and Career Readiness Anchor Standards for Writing**

| | | |
|---------------------------------------|--|--|
| LEARNING STANDARD / DISCIPLINE | | Research to Build and Present Knowledge |
|---------------------------------------|--|--|

| | | |
|---------------------------------|-----------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. 9 | Draw evidence from literary or informational texts to support analysis, reflection, and research. |
|---------------------------------|-----------|---|

**STATE GOAL /
DISCIPLINARY
CONCEPT**

College and Career Readiness Anchor Standards for Writing

| | | |
|---|--|-------------------------|
| LEARNING STANDARD / DISCIPLINE | | Range of Writing |
|---|--|-------------------------|

DESCRIPTOR /
CONTENT
DISCIPLINE

CCRA.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**STATE GOAL /
DISCIPLINARY
CONCEPT**

College and Career Readiness Anchor Standards for Speaking and Listening

| | | |
|---|--|--|
| LEARNING STANDARD / DISCIPLINE | | Comprehension and Collaboration |
|---|--|--|

DESCRIPTOR /
CONTENT
DISCIPLINE

CCRA.S.L.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**STATE GOAL /
DISCIPLINARY
CONCEPT**

College and Career Readiness Anchor Standards for Language

| | | |
|---|--|--|
| LEARNING STANDARD / DISCIPLINE | | Conventions of Standard English |
|---|--|--|

DESCRIPTOR /
CONTENT
DISCIPLINE

CCRA.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**STATE GOAL /
DISCIPLINARY
CONCEPT**

College and Career Readiness Anchor Standards for Language

| | | |
|---|--|------------------------------|
| LEARNING STANDARD / DISCIPLINE | | Knowledge of Language |
|---|--|------------------------------|

DESCRIPTOR /
CONTENT
DISCIPLINE

CCRA.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**STATE GOAL /
DISCIPLINARY
CONCEPT**

College and Career Readiness Anchor Standards for Language

| | | |
|---|--|---------------------------------------|
| LEARNING STANDARD / DISCIPLINE | | Vocabulary Acquisition and Use |
|---|--|---------------------------------------|

DESCRIPTOR /
CONTENT
DISCIPLINE

CCRA.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

DESCRIPTOR /
CONTENT
DISCIPLINE

CCRA.L.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

**STATE GOAL /
DISCIPLINARY
CONCEPT**

Reading Standards for Literature

| LEARNING STANDARD / DISCIPLINE | | Key Ideas and Details |
|---------------------------------------|--------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | RL.6.1 | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| DESCRIPTOR / CONTENT DISCIPLINE | 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. |
| DESCRIPTOR / CONTENT DISCIPLINE | 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. |

**STATE GOAL /
DISCIPLINARY
CONCEPT**

Reading Standards for Literature

| LEARNING STANDARD / DISCIPLINE | | Craft and Structure |
|---------------------------------------|--------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | 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. |
| DESCRIPTOR / CONTENT DISCIPLINE | 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. |
| DESCRIPTOR / CONTENT DISCIPLINE | RL.6.6 | Explain how an author develops the point of view of the narrator or speaker in a text. |

**STATE GOAL /
DISCIPLINARY
CONCEPT**

Reading Standards for Literature

| LEARNING STANDARD / DISCIPLINE | | Range of Reading and Level of Text Complexity |
|---------------------------------------|---------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | 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. |

**STATE GOAL /
DISCIPLINARY
CONCEPT**

Reading Standards for Informational Text

| LEARNING STANDARD / DISCIPLINE | | Key Ideas and Details |
|---------------------------------------|--|------------------------------|
|---------------------------------------|--|------------------------------|

| | | |
|---------------------------------|--------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | RI.6.1 | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
|---------------------------------|--------|---|

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|---------------------------------|--------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | 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. |
|---------------------------------|--------|---|

| | | |
|---------------------------------|--------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | 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). |
|---------------------------------|--------|--|

STATE GOAL / DISCIPLINARY CONCEPT **Reading Standards for Informational Text**

| | | |
|---------------------------------------|--|----------------------------|
| LEARNING STANDARD / DISCIPLINE | | Craft and Structure |
|---------------------------------------|--|----------------------------|

| | | |
|---------------------------------|--------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | RI.6.4 | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings |
|---------------------------------|--------|--|

STATE GOAL / DISCIPLINARY CONCEPT **Reading Standards for Informational Text**

| | | |
|---------------------------------------|--|---|
| LEARNING STANDARD / DISCIPLINE | | Integration of Knowledge and Ideas |
|---------------------------------------|--|---|

| | | |
|---------------------------------|--------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | 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. |
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STATE GOAL / DISCIPLINARY CONCEPT **Writing Standards**

| | | |
|---------------------------------------|--|--------------------------------|
| LEARNING STANDARD / DISCIPLINE | | Text Types and Purposes |
|---------------------------------------|--|--------------------------------|

| | | |
|---------------------------------|-------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | 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. |
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|----------|---------|--|
| STANDARD | W.6.2.b | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |
|----------|---------|--|

STATE GOAL / DISCIPLINARY CONCEPT **Writing Standards**

| | | |
|---------------------------------------|--|--------------------------------|
| LEARNING STANDARD / DISCIPLINE | | Text Types and Purposes |
|---------------------------------------|--|--------------------------------|

| | | |
|---------------------------------|-------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | W.6.3 | Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. |
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| STANDARD | 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. |
|----------|---------|---|

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|----------|---------|---|
| STANDARD | W.6.3.b | Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. |
| STANDARD | W.6.3.d | Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. |
| STANDARD | W.6.3.e | Provide a conclusion that follows from the narrated experiences or events. |

**STATE GOAL /
DISCIPLINARY
CONCEPT**

Writing Standards

| | | |
|---|-------|---|
| LEARNING STANDARD / DISCIPLINE | | Production and Distribution of Writing |
| DESCRIPTOR / CONTENT DISCIPLINE | 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.) |
| DESCRIPTOR / CONTENT DISCIPLINE | 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. |
| DESCRIPTOR / CONTENT DISCIPLINE | 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. |

**STATE GOAL /
DISCIPLINARY
CONCEPT**

Writing Standards

| | | |
|---|-------|---|
| LEARNING STANDARD / DISCIPLINE | | Research to Build and Present Knowledge |
| DESCRIPTOR / CONTENT DISCIPLINE | 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. |

**STATE GOAL /
DISCIPLINARY
CONCEPT**

Writing Standards

| | | |
|---|--------|---|
| LEARNING STANDARD / DISCIPLINE | | Range of Writing |
| DESCRIPTOR / CONTENT DISCIPLINE | 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. |

**STATE GOAL /
DISCIPLINARY
CONCEPT**

Speaking and Listening Standards

| | | |
|---|--|--|
| LEARNING STANDARD / DISCIPLINE | | Comprehension and Collaboration |
|---|--|--|

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|--|---------------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | 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. |
| STANDARD | 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. |
| STANDARD | SL.6.1.b | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. |
| STANDARD | 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. |

STATE GOAL / DISCIPLINARY CONCEPT

Language Standards

| | | |
|--|--------------|---|
| LEARNING STANDARD / DISCIPLINE | | Conventions of Standard English |
| DESCRIPTOR / CONTENT DISCIPLINE | L.6.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |

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

STATE GOAL / DISCIPLINARY CONCEPT

Language Standards

| | | |
|--|--------------|---|
| LEARNING STANDARD / DISCIPLINE | | Conventions of Standard English |
| DESCRIPTOR / CONTENT DISCIPLINE | L.6.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |

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| STANDARD | L.6.2.b | Spell correctly. |
|----------|---------|------------------|

STATE GOAL / DISCIPLINARY CONCEPT

Language Standards

| | | |
|--|--------------|---|
| LEARNING STANDARD / DISCIPLINE | | Knowledge of Language |
| DESCRIPTOR / CONTENT DISCIPLINE | L.6.3 | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |

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|----------|---------|---|
| STANDARD | L.6.3.b | Maintain consistency in style and tone. |
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STATE GOAL / DISCIPLINARY CONCEPT

Language Standards

| | | |
|---------------------------------------|--|---------------------------------------|
| LEARNING STANDARD / DISCIPLINE | | Vocabulary Acquisition and Use |
|---------------------------------------|--|---------------------------------------|

| | | |
|--|--------------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | 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. |
|--|--------------|---|

STANDARD 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.

STANDARD 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).

STATE GOAL / DISCIPLINARY CONCEPT

Language Standards

| | | |
|---------------------------------------|--|---------------------------------------|
| LEARNING STANDARD / DISCIPLINE | | Vocabulary Acquisition and Use |
|---------------------------------------|--|---------------------------------------|

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|--|--------------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | L.6.5 | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. |
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STANDARD L.6.5.a Interpret figures of speech (e.g., personification) in context.

STATE GOAL / DISCIPLINARY CONCEPT

Language Standards

| | | |
|---------------------------------------|--|---------------------------------------|
| LEARNING STANDARD / DISCIPLINE | | Vocabulary Acquisition and Use |
|---------------------------------------|--|---------------------------------------|

DESCRIPTOR / CONTENT DISCIPLINE L.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Illinois Learning Standards

Language Arts

Grade 6 - Adopted: 2010 (CCSS) / Implemented 2013

STATE GOAL / DISCIPLINARY CONCEPT

College and Career Readiness Anchor Standards for Reading

| | | |
|---------------------------------------|--|------------------------------|
| LEARNING STANDARD / DISCIPLINE | | Key Ideas and Details |
|---------------------------------------|--|------------------------------|

DESCRIPTOR / CONTENT DISCIPLINE CCRA.R. 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

DESCRIPTOR / CONTENT DISCIPLINE CCRA.R. 3 Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

STATE GOAL / DISCIPLINARY CONCEPT

College and Career Readiness Anchor Standards for Reading

| | | |
|---------------------------------------|--|----------------------------|
| LEARNING STANDARD / DISCIPLINE | | Craft and Structure |
|---------------------------------------|--|----------------------------|

| | | |
|---------------------------------|-----------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.R. 4 | Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. |
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| | | |
|---------------------------------|-----------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.R. 5 | Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. |
|---------------------------------|-----------|--|

STATE GOAL / DISCIPLINARY CONCEPT **College and Career Readiness Anchor Standards for Reading**

| | | |
|---------------------------------------|--|---|
| LEARNING STANDARD / DISCIPLINE | | Integration of Knowledge and Ideas |
|---------------------------------------|--|---|

| | | |
|---------------------------------|-----------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.R. 7 | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. |
|---------------------------------|-----------|--|

STATE GOAL / DISCIPLINARY CONCEPT **College and Career Readiness Anchor Standards for Reading**

| | | |
|---------------------------------------|--|--|
| LEARNING STANDARD / DISCIPLINE | | Range of Reading and Level of Text Complexity |
|---------------------------------------|--|--|

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|---------------------------------|------------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.R. 10 | Read and comprehend complex literary and informational texts independently and proficiently. |
|---------------------------------|------------|--|

STATE GOAL / DISCIPLINARY CONCEPT **College and Career Readiness Anchor Standards for Writing**

| | | |
|---------------------------------------|--|---|
| LEARNING STANDARD / DISCIPLINE | | Production and Distribution of Writing |
|---------------------------------------|--|---|

| | | |
|---------------------------------|-----------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. 5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
|---------------------------------|-----------|---|

| | | |
|---------------------------------|-----------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. 6 | Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. |
|---------------------------------|-----------|---|

STATE GOAL / DISCIPLINARY CONCEPT **College and Career Readiness Anchor Standards for Writing**

| | | |
|---------------------------------------|--|-------------------------|
| LEARNING STANDARD / DISCIPLINE | | Range of Writing |
|---------------------------------------|--|-------------------------|

| | | |
|---------------------------------|------------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. 10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
|---------------------------------|------------|---|

**STATE GOAL /
DISCIPLINARY
CONCEPT**

College and Career Readiness Anchor Standards for Language

| | | |
|---|--|--|
| LEARNING STANDARD / DISCIPLINE | | Conventions of Standard English |
|---|--|--|

DESCRIPTOR /
CONTENT
DISCIPLINE

CCRA.L.
2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**STATE GOAL /
DISCIPLINARY
CONCEPT**

College and Career Readiness Anchor Standards for Language

| | | |
|---|--|------------------------------|
| LEARNING STANDARD / DISCIPLINE | | Knowledge of Language |
|---|--|------------------------------|

DESCRIPTOR /
CONTENT
DISCIPLINE

CCRA.L.
3

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**STATE GOAL /
DISCIPLINARY
CONCEPT**

College and Career Readiness Anchor Standards for Language

| | | |
|---|--|---------------------------------------|
| LEARNING STANDARD / DISCIPLINE | | Vocabulary Acquisition and Use |
|---|--|---------------------------------------|

DESCRIPTOR /
CONTENT
DISCIPLINE

CCRA.L.
4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

DESCRIPTOR /
CONTENT
DISCIPLINE

CCRA.L.
6

Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

**STATE GOAL /
DISCIPLINARY
CONCEPT**

Reading Standards for Literature

| | | |
|---|--|------------------------------|
| LEARNING STANDARD / DISCIPLINE | | Key Ideas and Details |
|---|--|------------------------------|

DESCRIPTOR /
CONTENT
DISCIPLINE

RL.6.1

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

DESCRIPTOR /
CONTENT
DISCIPLINE

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.

**STATE GOAL /
DISCIPLINARY
CONCEPT**

Reading Standards for Literature

| | | |
|---|--|----------------------------|
| LEARNING STANDARD / DISCIPLINE | | Craft and Structure |
|---|--|----------------------------|

| | | |
|--|---|---|
| DESCRIPTOR / CONTENT DISCIPLINE | 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. |
| STATE GOAL / DISCIPLINARY CONCEPT | Reading Standards for Literature | |
| LEARNING STANDARD / DISCIPLINE | | Range of Reading and Level of Text Complexity |
| DESCRIPTOR / CONTENT DISCIPLINE | 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. |
| STATE GOAL / DISCIPLINARY CONCEPT | Reading Standards for Informational Text | |
| LEARNING STANDARD / DISCIPLINE | | Key Ideas and Details |
| DESCRIPTOR / CONTENT DISCIPLINE | RI.6.1 | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| DESCRIPTOR / CONTENT DISCIPLINE | 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. |
| DESCRIPTOR / CONTENT DISCIPLINE | 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). |
| STATE GOAL / DISCIPLINARY CONCEPT | Reading Standards for Informational Text | |
| LEARNING STANDARD / DISCIPLINE | | Craft and Structure |
| DESCRIPTOR / CONTENT DISCIPLINE | RI.6.4 | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings |
| DESCRIPTOR / CONTENT DISCIPLINE | 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. |
| STATE GOAL / DISCIPLINARY CONCEPT | Reading Standards for Informational Text | |
| LEARNING STANDARD / DISCIPLINE | | Integration of Knowledge and Ideas |

| | | |
|---------------------------------|--------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | 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. |
|---------------------------------|--------|---|

STATE GOAL / DISCIPLINARY CONCEPT

Writing Standards

| | | |
|--------------------------------|--|---|
| LEARNING STANDARD / DISCIPLINE | | Production and Distribution of Writing |
|--------------------------------|--|---|

| | | |
|---------------------------------|-------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | 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. |
|---------------------------------|-------|---|

| | | |
|---------------------------------|-------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | 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. |
|---------------------------------|-------|---|

STATE GOAL / DISCIPLINARY CONCEPT

Writing Standards

| | | |
|--------------------------------|--|-------------------------|
| LEARNING STANDARD / DISCIPLINE | | Range of Writing |
|--------------------------------|--|-------------------------|

| | | |
|---------------------------------|--------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | 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. |
|---------------------------------|--------|---|

STATE GOAL / DISCIPLINARY CONCEPT

Language Standards

| | | |
|--------------------------------|--|--|
| LEARNING STANDARD / DISCIPLINE | | Conventions of Standard English |
|--------------------------------|--|--|

| | | |
|---------------------------------|-------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | L.6.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
|---------------------------------|-------|---|

| | | |
|----------|---------|--|
| STANDARD | L.6.1.d | Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). |
|----------|---------|--|

| | | |
|----------|---------|---|
| STANDARD | 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. |
|----------|---------|---|

STATE GOAL / DISCIPLINARY CONCEPT

Language Standards

| | | |
|--------------------------------|--|--|
| LEARNING STANDARD / DISCIPLINE | | Conventions of Standard English |
|--------------------------------|--|--|

| | | |
|---------------------------------|-------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | L.6.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
|---------------------------------|-------|---|

| | | |
|----------|---------|------------------|
| STANDARD | L.6.2.b | Spell correctly. |
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**STATE GOAL /
DISCIPLINARY
CONCEPT**

Language Standards

| | | |
|--|--------------|---|
| LEARNING STANDARD / DISCIPLINE | | Vocabulary Acquisition and Use |
| DESCRIPTOR / CONTENT DISCIPLINE | 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. |

| | | |
|----------|---------|---|
| STANDARD | 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. |
|----------|---------|---|

| | | |
|----------|---------|---|
| STANDARD | 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). |
|----------|---------|---|

**STATE GOAL /
DISCIPLINARY
CONCEPT**

Language Standards

| | | |
|---|--|---------------------------------------|
| LEARNING STANDARD / DISCIPLINE | | Vocabulary Acquisition and Use |
|---|--|---------------------------------------|

| | | |
|---------------------------------------|-------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | 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. |
|---------------------------------------|-------|--|