Main Criteria: Structure and Style for Students

Secondary Criteria: Massachusetts Curriculum Frameworks

Subject: Language Arts

Grade: 6

Structure and Style for Students

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

Massachusetts Curriculum Frameworks Language Arts

Grade 6 - Adopted: 2017

FOCUS	I
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R.PK-12. College and Career Readiness Anchor Standards for Reading

STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	R.PK- 12.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

FOCUS / **COURSE**

R.PK-12. College and Career Readiness Anchor Standards for Reading

STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	R.PK- 12.4.	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.
STANDARD / CONCEPT / SKILL	R.PK- 12.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.

FOCUS / COURSE

R.PK-12. College and Career Readiness Anchor Standards for Reading

STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	R.PK- 12.10.	Independently and proficiently read and comprehend complex literary and informational texts.

FOCUS / COURSE

W.PK-12. College and Career Readiness Anchor Standards for Writing

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.PK- 12.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STANDARD / CONCEPT / SKILL	W.PK- 12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.

FOCUS / COURSE

W.PK-12. College and Career Readiness Anchor Standards for Writing

STRAND		Production and Distribution of Writing
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STANDARD / CONCEPT / SKILL	W.PK- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	W.PK- 12.6.	Use technology to produce and publish writing and to interact and collaborate with others.
FOCUS / COURSE	W.PK-12	. College and Career Readiness Anchor Standards for Writing
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.PK- 12.8.	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
FOCUS / COURSE	W.PK-12	. College and Career Readiness Anchor Standards for Writing
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.10.	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.
FOCUS / COURSE	SL.PK- 12.	College and Career Readiness Anchor Standards for Speaking and Listening
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.PK- 12.1.	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.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.PK- 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / CONCEPT / SKILL	L.PK- 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	L.PK- 12.3.	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.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language

STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.PK- 12.4.	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.
STANDARD / CONCEPT / SKILL	L.PK- 12.6.	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.
FOCUS / COURSE	RCA-H.6- 8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RCA- H.6-8.1.	Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.)
STANDARD / CONCEPT / SKILL	RCA- H.6-8.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
FOCUS / COURSE	RCA-H.6- 8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RCA- H.6-8.4.	Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
STANDARD / CONCEPT / SKILL	RCA- H.6-8.5.	Describe how a text presents information (e.g., sequentially, comparatively, causally), including how written texts incorporate features such as headings.
FOCUS / COURSE	RCA-H.6- 8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RCA- H.6-8.10.	Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.
FOCUS / COURSE	RCA- ST.6-8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RCA- ST.6-8.1.	Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.)
STANDARD / CONCEPT / SKILL	RCA- ST.6-8.2.	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

FOCUS / COURSE	RCA- ST.6-8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RCA- ST.6-8.4.	Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
STANDARD / CONCEPT / SKILL	RCA- ST.6-8.5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
FOCUS / COURSE	RCA- ST.6-8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RCA- ST.6- 8.10.	Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.
FOCUS / COURSE	WCA.6-8.	Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	WCA.6- 8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
INDICATOR	WCA.6- 8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	WCA.6- 8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
FOCUS / COURSE	WCA.6-8.	Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT /	WCA.6-	Produce clear and coherent writing in which the development, organization, and style are appropriate to task,
SKILL	8.4.	purpose, and audience.
SKILL FOCUS /		purpose, and audience.
SKILL FOCUS / COURSE		purpose, and audience. Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

Reading Standard 1 for more on the use of textual evidence.)

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STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	WCA.6- 8.10.	Write routinely over extended time frames (time for 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.
FOCUS / COURSE	SLCA.6-8	. Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]
STRAND		Comprehension and Collaboration
ST ANDARD / CONCEPT / SKILL	SLCA.6- 8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SLCA.6- 8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
INDICATOR	SLCA.6- 8.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
FOCUS / COURSE	SLCA.6- 8.	Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]
STRAND		Presentation of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	SLCA.6- 8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate vocabulary, eye contact, volume, and pronunciation.
FOCUS / COURSE	RI.6.	Grade 6 Reading Standards for Informational Text [RI]
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RI.6.1.	Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 6 Writing Standard 8 for more on quoting and paraphrasing.)
STANDARD / CONCEPT / SKILL	RI.6.2.	Determine a text's central idea(s) and how particular details help convey the idea(s); provide a summary of a text distinct from personal opinions or judgments.
STANDARD / CONCEPT / SKILL	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).
FOCUS / COURSE	RI.6.	Grade 6 Reading Standards for Informational Text [RI]
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; explain how word choice affects meaning and tone. (See grade 6 Language Standards 4–6 on applying knowledge of vocabulary to reading.)

STANDARD / CONCEPT / SKILL	RI.6.5.	Analyze how a particular sentence, paragraph, chapter, section, or text feature (e.g., heading) fits into the overall structure of a text and contributes to the development of the ideas.
FOCUS / COURSE	RI.6.	Grade 6 Reading Standards for Informational Text [RI]
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RI.6.10.	Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 6.
FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.6.2.	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	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.)
FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.6.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR	W.6.5.b.	Demonstrate the ability to select accurate vocabulary (as described in Language Standards 4–6 up to and including grade 6).
FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.6.6.	Use technology, including current web-based communication platforms, 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.
FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]
STRAND		Research to Build and Present Knowledge

STANDARD / CONCEPT / SKILL	W.6.8.	When conducting research, 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.
FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	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.
FOCUS / COURSE	SL.6.	Grade 6 Speaking and Listening Standards [SL]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	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.
INDICATOR	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. (See grade 6 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
INDICATOR	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
INDICATOR	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.
FOCUS / COURSE	SL.6.	Grade 6 Speaking and Listening Standards [SL]
STRAND		Presentation of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	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 vocabulary, eye contact, volume, and pronunciation. (See grade 6 Language Standards 4–6 for specific expectations regarding vocabulary.)
FOCUS / COURSE	L.6.	Grade 6 Language Standards [L]
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	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.
INDICATOR	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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R.PK-12. College and Career Readiness Anchor Standards for Reading

COURSE	R.PR-12.	Conege and Career Readiness Anchor Standards for Reading
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	R.PK- 12.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	R.PK- 12.4.	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.
STANDARD / CONCEPT / SKILL	R.PK- 12.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.
FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	R.PK- 12.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	R.PK- 12.10.	Independently and proficiently read and comprehend complex literary and informational texts.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.PK- 12.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STANDARD / CONCEPT / SKILL	W.PK- 12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing

Production and Distribution of Writing

STANDARD / CONCEPT / SKILL	W.PK- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	W.PK- 12.6.	Use technology to produce and publish writing and to interact and collaborate with others.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.PK- 12.8.	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
STANDARD / CONCEPT / SKILL	W.PK- 12.9.	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.10.	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.
FOCUS / COURSE	SL.PK- 12.	College and Career Readiness Anchor Standards for Speaking and Listening
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.PK- 12.1.	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.
STANDARD / CONCEPT / SKILL	SL.PK- 12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.PK- 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / CONCEPT / SKILL	L.PK- 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.PK-12. College and Career Readiness Anchor Standards for Language

FOCUS / COURSE

STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	L.PK- 12.3.	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.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.PK- 12.4.	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.
STANDARD / CONCEPT / SKILL	L.PK- 12.6.	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.
FOCUS / COURSE	RCA-H.6- 8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RCA- H.6-8.1.	Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.)
STANDARD / CONCEPT / SKILL	RCA- H.6-8.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
FOCUS / COURSE	RCA-H.6- 8.	• Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RCA- H.6-8.4.	Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
STANDARD / CONCEPT / SKILL	RCA- H.6-8.5.	Describe how a text presents information (e.g., sequentially, comparatively, causally), including how written texts incorporate features such as headings.
FOCUS / COURSE	RCA-H.6- 8.	· Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RCA- H.6-8.10.	Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.
FOCUS / COURSE	RCA- ST.6-8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]

STRAND

Key Ideas and Details

STANDARD / CONCEPT / SKILL	RCA- ST.6-8.1.	Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.)
STANDARD / CONCEPT / SKILL	RCA- ST.6-8.2.	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
FOCUS / COURSE	RCA- ST.6-8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RCA- ST.6-8.4.	Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
STANDARD / CONCEPT / SKILL	RCA- ST.6-8.5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
FOCUS / COURSE	RCA- ST.6-8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RCA- ST.6- 8.10.	Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.
FOCUS / COURSE	WCA.6-8.	Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	WCA.6- 8.1.	Write arguments focused on discipline-specific content.
INDICATOR	WCA.6- 8.1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
FOCUS / COURSE	WCA.6-8.	Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	WCA.6- 8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
INDICATOR	WCA.6- 8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	WCA.6- 8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	WCA.6-	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

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FOCUS / COURSE

WCA.6-8. Grades 6-8 Writing Standards for Literacy in the Content Areas [WCA]

STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	WCA.6- 8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	WCA.6- 8.6.	Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

FOCUS / COURSE

WCA.6-8. Grades 6-8 Writing Standards for Literacy in the Content Areas [WCA]

STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	WCA.6- 8.8.	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STANDARD / CONCEPT / SKILL	WCA.6- 8.9.	Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)

FOCUS / COURSE

WCA.6-8. Grades 6-8 Writing Standards for Literacy in the Content Areas [WCA]

STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	WCA.6- 8.10.	Write routinely over extended time frames (time for 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.

FOCUS / COURSE

SLCA.6-8. Grades 6-8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]

STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SLCA.6- 8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SLCA.6- 8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
INDICATOR	SLCA.6- 8.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

FOCUS / COURSE

SLCA.6- Grades 6-8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]

STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SLCA.6- 8.2.	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

STANDARD / CONCEPT / SKILL	SLCA.6- 8.3.	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. For example, after an author of science books on endangered animal species visits their class to talk about her research and writing, students write reports on what she said, summarizing important points and arranging them in a logical order. (WCA.6–8.2, SLCA.6–8.3)
FOCUS / COURSE	SLCA.6- 8.	Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]
STRAND		Presentation of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	SLCA.6- 8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate vocabulary, eye contact, volume, and pronunciation.
FOCUS / COURSE	RI.6.	Grade 6 Reading Standards for Informational Text [RI]
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RI.6.1.	Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 6 Writing Standard 8 for more on quoting and paraphrasing.)
STANDARD / CONCEPT / SKILL	RI.6.2.	Determine a text's central idea(s) and how particular details help convey the idea(s); provide a summary of a text distinct from personal opinions or judgments.
STANDARD / CONCEPT / SKILL	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).
FOCUS / COURSE	RI.6.	Grade 6 Reading Standards for Informational Text [RI]
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; explain how word choice affects meaning and tone. (See grade 6 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
STANDARD / CONCEPT / SKILL	RI.6.5.	Analyze how a particular sentence, paragraph, chapter, section, or text feature (e.g., heading) fits into the overall structure of a text and contributes to the development of the ideas.
FOCUS / COURSE	RI.6.	Grade 6 Reading Standards for Informational Text [RI]
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RI.6.10.	Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 6.
FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]
STRAND		Text Types and Purposes

STANDARD / CONCEPT / SKILL	W.6.1.	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.
INDICATOR	W.6.1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.6.2.	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.6.2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	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.)
FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.6.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR	W.6.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 6).
INDICATOR	W.6.5.b.	Demonstrate the ability to select accurate vocabulary (as described in Language Standards 4–6 up to and including grade 6).
FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.6.6.	Use technology, including current web-based communication platforms, 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.
FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]

STANDARD / CONCEPT / SKILL	W.6.8.	When conducting research, 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.
STANDARD / CONCEPT / SKILL	W.6.9.	Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 6 standards for Reading Literature or Reading Informational Text as needed.
FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	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.
FOCUS / COURSE	SL.6.	Grade 6 Speaking and Listening Standards [SL]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	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.
INDICATOR	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. (See grade 6 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
INDICATOR	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
INDICATOR	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.
FOCUS / COURSE	SL.6.	Grade 6 Speaking and Listening Standards [SL]
STRAND		Presentation of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	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 vocabulary, eye contact, volume, and pronunciation. (See grade 6 Language Standards 4–6 for specific expectations regarding vocabulary.)
FOCUS / COURSE	L.6.	Grade 6 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 6 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
INDICATOR		Sentence Structure, Variety, and Meaning
EXPECTATION	L.6.1.c.	Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

FOCUS /	L.6.	Grade 6 Language Standards [L]
COURSE		

STRAND		Conventions of Standard English
ST ANDARD / CONCEPT / SKILL	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.6.2.b.	Spell correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut).
FOCUS / COURSE	L.6.	Grade 6 Language Standards [L]
STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.6.3.a.	Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.
FOCUS / COURSE	L.6.	Grade 6 Language Standards [L]
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	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.
INDICATOR	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.
INDICATOR	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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Massachusetts Curriculum Frameworks Language Arts

Grade 6 - Adopted: 2017

FOCUS / COURSE

R.PK-12. College and Career Readiness Anchor Standards for Reading

STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	R.PK- 12.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

FOCUS / COURSE

R.PK-12. College and Career Readiness Anchor Standards for Reading

STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	R.PK- 12.4.	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.

STANDARD / CONCEPT / SKILL	R.PK- 12.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.
FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	R.PK- 12.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	R.PK- 12.10.	Independently and proficiently read and comprehend complex literary and informational texts.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.PK- 12.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STANDARD / CONCEPT / SKILL	W.PK- 12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	W.PK- 12.6.	Use technology to produce and publish writing and to interact and collaborate with others.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.PK- 12.8.	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

STANDARD / CONCEPT / SKILL	W.PK- 12.9.	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.10.	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.
FOCUS / COURSE	SL.PK- 12.	College and Career Readiness Anchor Standards for Speaking and Listening
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.PK- 12.1.	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.
STANDARD / CONCEPT / SKILL	SL.PK- 12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.PK- 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / CONCEPT / SKILL	L.PK- 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
	L.PK-12.	College and Career Readiness Anchor Standards for Language Knowledge of Language
COURSE	L.PK- 12.3.	
STRAND STANDARD / CONCEPT /	L.PK- 12.3.	Knowledge of Language Apply knowledge of language to understand how language functions in different contexts, to make effective choices
STRAND STANDARD / CONCEPT / SKILL FOCUS /	L.PK- 12.3.	Knowledge of Language 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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STANDARD / CONCEPT / SKILL	L.PK- 12.6.	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.
FOCUS / COURSE	RCA-H.6- 8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RCA- H.6-8.1.	Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.)
STANDARD / CONCEPT / SKILL	RCA- H.6-8.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
FOCUS / COURSE	RCA-H.6- 8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RCA- H.6-8.4.	Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
STANDARD / CONCEPT / SKILL	RCA- H.6-8.5.	Describe how a text presents information (e.g., sequentially, comparatively, causally), including how written texts incorporate features such as headings.
FOCUS / COURSE	RCA-H.6-	Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
	8.	
STRAND	8.	Range of Reading and Level of Text Complexity
STRAND STANDARD / CONCEPT / SKILL	RCA- H.6-8.10.	
STANDARD / CONCEPT /	RCA-	Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate
STANDARD / CONCEPT / SKILL FOCUS /	RCA- H.6-8.10.	Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate the grade/course. Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical
STANDARD / CONCEPT / SKILL FOCUS / COURSE	RCA- H.6-8.10.	Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate the grade/course. Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST] Key Ideas and Details Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as
STANDARD / CONCEPT / SKILL FOCUS / COURSE STRAND STANDARD / CONCEPT /	RCA- H.6-8.10. RCA- ST.6-8.	Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate the grade/course. Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST] Key Ideas and Details Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as
STANDARD / CONCEPT / SKILL FOCUS / COURSE STRAND STANDARD / CONCEPT / SKILL STANDARD / CONCEPT /	RCA- H.6-8.10. RCA- ST.6-8.1	Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate the grade/course. Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST] Key Ideas and Details Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.) Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior

STANDARD / CONCEPT / SKILL	RCA- ST.6-8.4.	Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
STANDARD / CONCEPT / SKILL	RCA- ST.6-8.5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
FOCUS / COURSE	RCA- ST.6-8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RCA- ST.6- 8.10.	Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.
FOCUS / COURSE	WCA.6-8.	Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Text Types and Purposes
ST ANDARD / CONCEPT / SKILL	WCA.6- 8.1.	Write arguments focused on discipline-specific content.
INDICATOR	WCA.6- 8.1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
FOCUS / COURSE	WCA.6-8.	Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	WCA.6- 8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
INDICATOR	WCA.6- 8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	WCA.6- 8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	WCA.6- 8.2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
FOCUS / COURSE	WCA.6-8.	Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Production and Distribution of Writing

STRAND Production and Distribution of Writing STANDARD / WCA.6-Produce clear and coherent writing in which the development, organization, and style are appropriate to task, CONCEPT/ 8.4. purpose, and audience. SKILL STANDARD / WCA.6-Use technology, including current web-based communication platforms, to produce and publish writing and present CONCEPT/ 8.6. the relationships between information and ideas clearly and efficiently. SKILL

FOCUS / COURSE	WCA.6-8.	Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	WCA.6- 8.8.	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STANDARD / CONCEPT / SKILL	WCA.6- 8.9.	Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
FOCUS / COURSE	WCA.6-8.	Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	WCA.6- 8.10.	Write routinely over extended time frames (time for 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.
FOCUS / COURSE	SLCA.6-8	. Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]
	SLCA.6-8	. Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA] Comprehension and Collaboration
COURSE	SLCA.6-8 SLCA.6- 8.1.	
STRAND STANDARD / CONCEPT /	SLCA.6-	Comprehension and Collaboration Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and
STRAND STANDARD / CONCEPT / SKILL	SLCA.6- 8.1.	Comprehension and Collaboration Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grades 6–8)
STRAND STANDARD / CONCEPT / SKILL INDICATOR	SLCA.6- 8.1. SLCA.6- 8.1.a. SLCA.6- 8.1.b.	Comprehension and Collaboration Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
STRAND STANDARD / CONCEPT / SKILL INDICATOR INDICATOR	SLCA.6-8.1. SLCA.6-8.1.a. SLCA.6-8.1.b.	Comprehension and Collaboration Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SLCA.6- 8.2.	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
STANDARD / CONCEPT / SKILL	SLCA.6- 8.3.	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. For example, after an author of science books on endangered animal species visits their class to talk about her research and writing, students write reports on what she said, summarizing important points and arranging them in a logical order. (WCA.6–8.2, SLCA.6–8.3)

FOCUS / SLCA.6- Grades 6-8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA] 8.

STRAND	Presentation of Knowledge and Ideas

STANDARD / CONCEPT / SKILL	SLCA.6- 8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate vocabulary, eye contact, volume, and pronunciation.			
FOCUS / COURSE	RI.6.	Grade 6 Reading Standards for Informational Text [RI]			
STRAND		Key Ideas and Details			
STANDARD / CONCEPT / SKILL	RI.6.1.	Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 6 Writing Standard 8 for more on quoting and paraphrasing.)			
STANDARD / CONCEPT / SKILL	RI.6.2.	etermine a text's central idea(s) and how particular details help convey the idea(s); provide a summary of a text stinct from personal opinions or judgments.			
STANDARD / CONCEPT / SKILL	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).			
FOCUS / COURSE	RI.6.	Grade 6 Reading Standards for Informational Text [RI]			
STRAND		Craft and Structure			
STANDARD / CONCEPT / SKILL	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; explain how word choice affects meaning and tone. (See grade 6 Language Standards 4–6 on applying knowledge of vocabulary to reading.)			
STANDARD / CONCEPT / SKILL	RI.6.5.	Analyze how a particular sentence, paragraph, chapter, section, or text feature (e.g., heading) fits into the overall structure of a text and contributes to the development of the ideas.			
FOCUS / COURSE	RI.6.	Grade 6 Reading Standards for Informational Text [RI]			
STRAND		Range of Reading and Level of Text Complexity			
STANDARD / CONCEPT / SKILL	RI.6.10.	Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 6.			
FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]			
STRAND		Text Types and Purposes			
STANDARD / CONCEPT / SKILL	W.6.1.	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.			
INDICATOR	W.6.1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).			
FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]			
STRAND		Text Types and Purposes			

STANDARD / CONCEPT / SKILL	W.6.2.	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.		
INDICATOR	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.		
INDICATOR	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.		
INDICATOR	W.6.2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).		
FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]		
STRAND		Production and Distribution of Writing		
STANDARD / CONCEPT / SKILL	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.)		
FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]		
STRAND		Production and Distribution of Writing		
STANDARD / CONCEPT / SKILL	W.6.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.		
INDICATOR	W.6.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 6).		
INDICATOR	W.6.5.b.	Demonstrate the ability to select accurate vocabulary (as described in Language Standards 4–6 up to and including grade 6).		
FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]		
STRAND		Production and Distribution of Writing		
STANDARD / CONCEPT / SKILL	W.6.6.	Use technology, including current web-based communication platforms, 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.		
FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]		
STRAND		Research to Build and Present Knowledge		
STANDARD / CONCEPT / SKILL	W.6.8.	When conducting research, 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.		
STANDARD / CONCEPT / SKILL	W.6.9.	Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 6 standards for Reading Literature or Reading Informational Text as needed.		
FOCUS / COURSE	W.6.	rade 6 Writing Standards [W]		

STRAND		Range of Writing			
STANDARD / CONCEPT / SKILL	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.			
FOCUS / COURSE	SL.6.	Grade 6 Speaking and Listening Standards [SL]			
STRAND		Comprehension and Collaboration			
STANDARD / CONCEPT / SKILL	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.			
INDICATOR	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. (See grade 6 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)			
INDICATOR	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.			
INDICATOR	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.			
FOCUS / COURSE	SL.6.	Grade 6 Speaking and Listening Standards [SL]			
STRAND		Presentation of Knowledge and Ideas			
STANDARD / CONCEPT / SKILL	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 vocabulary, eye contact, volume, and pronunciation. (See grade 6 Language Standards 4–6 for specific expectations regarding vocabulary.)			
FOCUS / COURSE	L.6.	Grade 6 Language Standards [L]			
STRAND		Conventions of Standard English			
ST ANDARD / CONCEPT / SKILL	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 6 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)			
INDICATOR		Sentence Structure, Variety, and Meaning			
EXPECTATION	L.6.1.b.	Explain the function of phrases and clauses in general, how phrases and clauses differ, and how their use conveys a particular meaning in a specific written or spoken sentence.			
EXPECTATION	L.6.1.c.	Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.			
FOCUS / COURSE	L.6.	Grade 6 Language Standards [L]			
STRAND		Conventions of Standard English			
STANDARD / CONCEPT / SKILL	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.			

INDICATOR	L.6.2.b.	Spell correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut).			
FOCUS / COURSE	L.6.	Grade 6 Language Standards [L]			
STRAND		Knowledge of Language			
STANDARD / CONCEPT / SKILL	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.			
INDICATOR	L.6.3.a.	Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.			
		Grade 6 Language Standards [L]			
FOCUS / COURSE	L.6.	Grade 6 Language Standards [L]			
	L.6.	Grade 6 Language Standards [L] Vocabulary Acquisition and Use			
COURSE	L.6.4.				
STRAND STANDARD / CONCEPT /		Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade			

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Massachusetts Curriculum Frameworks Language Arts

Grade 6 - Adopted: 2017

FOCUS / COURSE

R.PK-12. College and Career Readiness Anchor Standards for Reading

STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	R.PK- 12.1.	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
STANDARD / CONCEPT / SKILL	R.PK- 12.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD / CONCEPT / SKILL	R.PK- 12.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

FOCUS / COURSE

R.PK-12. College and Career Readiness Anchor Standards for Reading

STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	R.PK- 12.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

FOCUS /

FOCUS / COURSE

R.PK-12. College and Career Readiness Anchor Standards for Reading

COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading			
STRAND		Range of Reading and Level of Text Complexity			
STANDARD / CONCEPT / SKILL	R.PK- 12.10.	Independently and proficiently read and comprehend complex literary and informational texts.			
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing			
STRAND		Text Types and Purposes			
STANDARD / CONCEPT / SKILL	W.PK- 12.3.	Vrite narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-tructured sequences.			
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing			
STRAND		Production and Distribution of Writing			
STANDARD / CONCEPT / SKILL	W.PK- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.			
STANDARD / CONCEPT / SKILL	W.PK- 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.			
STANDARD / CONCEPT / SKILL	W.PK- 12.6.	Use technology to produce and publish writing and to interact and collaborate with others.			
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing			
STRAND		Range of Writing			
STANDARD / CONCEPT / SKILL	W.PK- 12.10.	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.			
FOCUS / COURSE	SL.PK- 12.	College and Career Readiness Anchor Standards for Speaking and Listening			
STRAND		Comprehension and Collaboration			
STANDARD / CONCEPT / SKILL	SL.PK- 12.1.	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.			
STANDARD / CONCEPT / SKILL	SL.PK- 12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.			

L.PK-12. College and Career Readiness Anchor Standards for Language

STRAND		Conventions of Standard English			
STANDARD / CONCEPT / SKILL	L.PK- 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.			
STANDARD / CONCEPT / SKILL	L.PK- 12.2.	monstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.			
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language			
STRAND		Knowledge of Language			
STANDARD / CONCEPT / SKILL	L.PK- 12.3.	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.			
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language			
STRAND		Vocabulary Acquisition and Use			
STANDARD / CONCEPT / SKILL	L.PK- 12.4.	retermine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, nalyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.			
FOCUS / COURSE	RCA- ST.6-8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]			
STRAND		Key Ideas and Details			
STANDARD / CONCEPT / SKILL	RCA- ST.6-8.1.	Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.)			
FOCUS / COURSE	WCA.6-8.	Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]			
STRAND		Text Types and Purposes			
STANDARD / CONCEPT / SKILL	WCA.6- 8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.			
INDICATOR	WCA.6- 8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.			
INDICATOR FOCUS I COURSE	8.2.b.				
FOCUS /	8.2.b.	examples.			

STANDARD / CONCEPT / SKILL	WCA.6- 8.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.			
STANDARD / CONCEPT / SKILL	WCA.6- 8.6.	Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.			
FOCUS / COURSE	WCA.6-8.	Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]			
STRAND		Research to Build and Present Knowledge			
STANDARD / CONCEPT / SKILL	WCA.6- 8.8.	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.			
FOCUS / COURSE	WCA.6-8.	Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]			
STRAND		Range of Writing			
STANDARD / CONCEPT / SKILL	WCA.6- 8.10.	Write routinely over extended time frames (time for 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.			
FOCUS /					
COURSE	SLCA.6-8	. Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]			
	SLCA.6-8	Comprehension and Collaboration			
COURSE	SLCA.6-8 SLCA.6-8.1.				
STRAND STANDARD / CONCEPT /	SLCA.6-	Comprehension and Collaboration Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and			
STRAND STANDARD / CONCEPT / SKILL	SLCA.6- 8.1.	Comprehension and Collaboration Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grades 6–8			
STRAND STANDARD / CONCEPT / SKILL INDICATOR	SLCA.6- 8.1. SLCA.6- 8.1.a. SLCA.6- 8.1.b.	Comprehension and Collaboration Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)			
STRAND STANDARD / CONCEPT / SKILL INDICATOR INDICATOR	SLCA.6- 8.1. SLCA.6- 8.1.a. SLCA.6- 8.1.b.	Comprehension and Collaboration Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.			
STRAND STANDARD / CONCEPT / SKILL INDICATOR INDICATOR FOCUS / COURSE	SLCA.6- 8.1. SLCA.6- 8.1.a. SLCA.6- 8.1.b.	Comprehension and Collaboration Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]			
STRAND STANDARD / CONCEPT / SKILL INDICATOR INDICATOR FOCUS / COURSE STRAND STANDARD / CONCEPT /	SLCA.6-8.1.a. SLCA.6-8.1.b. SLCA.6-8.2.	Comprehension and Collaboration Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA] Comprehension and Collaboration Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and			
STRAND STANDARD / CONCEPT / SKILL INDICATOR INDICATOR FOCUS / COURSE STRAND STANDARD / CONCEPT / SKILL FOCUS /	SLCA.6-8.1.a. SLCA.6-8.1.b. SLCA.6-8.2. SLCA.6-8.2.	Comprehension and Collaboration Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA] Comprehension and Collaboration Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.			

FOCUS / COURSE	RL.6.	Grade 6 Reading Standards for Literature [RL]			
STRAND		Key Ideas and Details			
STANDARD / CONCEPT / SKILL	RL.6.1.	Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 6 Writing Standard 8 for more on quoting and paraphrasing.)			
STANDARD / CONCEPT / SKILL	RL.6.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of a ext distinct from personal opinions or judgments.			
STANDARD / CONCEPT / SKILL	RL.6.3.	Describe how the plot of a particular story, poem, or drama unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.			
FOCUS / COURSE	RL.6.	Grade 6 Reading Standards for Literature [RL]			
STRAND		Craft and Structure			
STANDARD / CONCEPT / SKILL	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 specific word choices, including those that create repeated sounds and rhythms in poetry, on meaning, tone (i.e., author's attitude toward subject or audience), or mood (i.e., emotional atmosphere). (See grade 6 Language Standards 4–6 on applying knowledge of vocabulary to reading.)			
STANDARD / CONCEPT / SKILL	RL.6.6.	Explain how an author develops the point of view of the narrator or speaker in a text.			
FOCUS / COURSE	RL.6.	Grade 6 Reading Standards for Literature [RL]			
STRAND		Range of Reading and Level of Text Complexity			
STANDARD / CONCEPT / SKILL	RL.6.10.	Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 6.			
FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]			
STRAND		Text Types and Purposes			
ST ANDARD / CONCEPT / SKILL	W.6.2.	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.			
INDICATOR	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.			
FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]			
STRAND		Text Types and Purposes			
STANDARD / CONCEPT / SKILL	W.6.3.	Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.			

INDICATOR	W.6.3.a.	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an appropriate narrative sequence.			
INDICATOR	W.6.3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.			
INDICATOR	W.6.3.c.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.			
INDICATOR	W.6.3.e.	Provide a conclusion that follows from the narrated experiences or events.			
FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]			
STRAND		Production and Distribution of Writing			
STANDARD / CONCEPT / SKILL	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.)			
FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]			
STRAND		Production and Distribution of Writing			
STANDARD / CONCEPT / SKILL	W.6.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.			
INDICATOR	W.6.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 6).			
FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]			
STRAND		Production and Distribution of Writing			
STANDARD / CONCEPT / SKILL	W.6.6.	Use technology, including current web-based communication platforms, 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.			
FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]			
STRAND		Research to Build and Present Knowledge			
STANDARD / CONCEPT / SKILL	W.6.8.	When conducting research, 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.			
FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]			
STRAND		Range of Writing			
STANDARD / CONCEPT / SKILL	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.			

FOCUS /	SL.6.	Grade 6 Speaking and Listening Standards [SL]
COURSE		

COURSE		
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	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.
INDICATOR	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. (See grade 6 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
INDICATOR	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
INDICATOR	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.
FOCUS / COURSE	SL.6.	Grade 6 Speaking and Listening Standards [SL]
STRAND		Presentation of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	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 vocabulary, eye contact, volume, and pronunciation. (See grade 6 Language Standards 4–6 for specific expectations regarding vocabulary.)
FOCUS / COURSE	L.6.	Grade 6 Language Standards [L]
STRAND		Conventions of Standard English
ST ANDARD / CONCEPT / SKILL	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 6 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
INDICATOR		Sentence Structure, Variety, and Meaning
EXPECTATION	L.6.1.b.	Explain the function of phrases and clauses in general, how phrases and clauses differ, and how their use conveys a particular meaning in a specific written or spoken sentence.
EXPECTATION	L.6.1.c.	Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
FOCUS / COURSE	L.6.	Grade 6 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.6.2.b.	Spell correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut).
FOCUS / COURSE	L.6.	Grade 6 Language Standards [L]
STRAND		Knowledge of Language

STANDARD / CONCEPT / SKILL	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.6.3.b.	Recognize variations from standard or formal English in writing and speaking, determine their appropriateness for the intended purpose and audience, and make changes as necessary.
FOCUS / COURSE	L.6.	Grade 6 Language Standards [L]
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	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.
INDICATOR	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.
INDICATOR	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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Massachusetts Curriculum Frameworks Language Arts

Grade 6 - Adopted: 2017

FOCUS / COURSE

R.PK-12. College and Career Readiness Anchor Standards for Reading

STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	R.PK- 12.1.	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
STANDARD / CONCEPT / SKILL	R.PK- 12.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD / CONCEPT / SKILL	R.PK- 12.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

FOCUS / COURSE

R.PK-12. College and Career Readiness Anchor Standards for Reading

STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	R.PK- 12.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

FOCUS / COURSE

R.PK-12. College and Career Readiness Anchor Standards for Reading

STRAND	Range of Reading and Level of Text Complexity	

STANDARD / CONCEPT / SKILL	R.PK- 12.10.	Independently and proficiently read and comprehend complex literary and informational texts.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.PK- 12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	W.PK- 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONCEPT / SKILL	W.PK- 12.6.	Use technology to produce and publish writing and to interact and collaborate with others.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.10.	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.
FOCUS / COURSE	SL.PK- 12.	College and Career Readiness Anchor Standards for Speaking and Listening
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.PK- 12.1.	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.
STANDARD / CONCEPT / SKILL	SL.PK- 12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Conventions of Standard English

STANDARD / CONCEPT / SKILL	L.PK- 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / CONCEPT / SKILL	L.PK- 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	L.PK- 12.3.	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.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.PK- 12.4.	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.
FOCUS / COURSE	RCA- ST.6-8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RCA- ST.6-8.1.	Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.)
FOCUS / COURSE	WCA.6-8.	Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	WCA.6- 8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
INDICATOR	WCA.6- 8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
FOCUS / COURSE	WCA.6-8.	Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	WCA.6- 8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	WCA.6- 8.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

STANDARD / CONCEPT / SKILL	WCA.6- 8.6.	Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
FOCUS / COURSE	WCA.6-8.	Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	WCA.6- 8.8.	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
FOCUS / COURSE	WCA.6-8.	Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	WCA.6- 8.10.	Write routinely over extended time frames (time for 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.
FOCUS / COURSE	SLCA.6-8	3. Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SLCA.6- 8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SLCA.6- 8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
INDICATOR	SLCA.6- 8.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
FOCUS / COURSE	SLCA.6- 8.	Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SLCA.6- 8.2.	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
FOCUS / COURSE	SLCA.6- 8.	Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]
STRAND		Presentation of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	SLCA.6- 8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate vocabulary, eye contact, volume, and pronunciation.
FOCUS / COURSE	RL.6.	Grade 6 Reading Standards for Literature [RL]
STRAND		Key Ideas and Details

STANDARD / CONCEPT / SKILL	RL.6.1.	Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 6 Writing Standard 8 for more on quoting and paraphrasing.)
STANDARD / CONCEPT / SKILL	RL.6.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of a text distinct from personal opinions or judgments.
STANDARD / CONCEPT / SKILL	RL.6.3.	Describe how the plot of a particular story, poem, or drama unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
FOCUS / COURSE	RL.6.	Grade 6 Reading Standards for Literature [RL]
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	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 specific word choices, including those that create repeated sounds and rhythms in poetry, on meaning, tone (i.e., author's attitude toward subject or audience), or mood (i.e., emotional atmosphere). (See grade 6 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
STANDARD / CONCEPT / SKILL	RL.6.6.	Explain how an author develops the point of view of the narrator or speaker in a text.
FOCUS / COURSE	RL.6.	Grade 6 Reading Standards for Literature [RL]
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RL.6.10.	Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 6.
FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.6.2.	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.6.3.	Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.
INDICATOR	W.6.3.a.	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an appropriate narrative sequence.
INDICATOR	W.6.3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

INDICATOR	W.6.3.c.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	
INDICATOR	W.6.3.e.	Provide a conclusion that follows from the narrated experiences or events.	
FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]	
STRAND		Production and Distribution of Writing	
STANDARD / CONCEPT / SKILL	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.)	
FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]	
STRAND		Production and Distribution of Writing	
STANDARD / CONCEPT / SKILL	W.6.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	
INDICATOR	W.6.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 6).	
FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]	
STRAND		Production and Distribution of Writing	
STANDARD / CONCEPT / SKILL	W.6.6.	Use technology, including current web-based communication platforms, 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.	
FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]	
STRAND		Research to Build and Present Knowledge	
STANDARD / CONCEPT / SKILL	W.6.8.	When conducting research, 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.	
FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]	
STRAND		Range of Writing	
STANDARD / CONCEPT / SKILL	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.	
FOCUS / COURSE	SL.6.	Grade 6 Speaking and Listening Standards [SL]	
STRAND		Comprehension and Collaboration	

INDICATOR	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. (See grade 6 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)	
INDICATOR	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.	
INDICATOR	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.	
FOCUS / COURSE	SL.6.	Grade 6 Speaking and Listening Standards [SL]	
STRAND		Presentation of Knowledge and Ideas	
STANDARD / CONCEPT / SKILL	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 vocabulary, eye contact, volume, and pronunciation. (See grade 6 Language Standards 4–6 for specific expectations regarding vocabulary.)	
FOCUS / COURSE	L.6.	Grade 6 Language Standards [L]	
STRAND		Conventions of Standard English	
STANDARD / CONCEPT / SKILL	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 6 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)	
INDICATOR		Sentence Structure, Variety, and Meaning	
EXPECTATION	L.6.1.b.	Explain the function of phrases and clauses in general, how phrases and clauses differ, and how their use conveys a particular meaning in a specific written or spoken sentence.	
EXPECTATION	L.6.1.c.	Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.	
FOCUS / COURSE	L.6.	Grade 6 Language Standards [L]	
STRAND		Conventions of Standard English	
STANDARD / CONCEPT / SKILL	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
INDICATOR	L.6.2.b.	Spell correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut).	
FOOLIG /	L.6.	Grade 6 Language Standards [L]	
FOCUS / COURSE			
		Knowledge of Language	
COURSE	L.6.3.	Knowledge of Language Use knowledge of language and its conventions when writing, speaking, reading, or listening.	

FOCUS / COURSE	L.6.	Grade 6 Language Standards [L]
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	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.
INDICATOR	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.
INDICATOR	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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Massachusetts Curriculum Frameworks Language Arts

Grade 6 - Adopted: 2017

FOCUS / COURSE

R.PK-12. College and Career Readiness Anchor Standards for Reading

COURSE		
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	R.PK- 12.1.	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
STANDARD / CONCEPT / SKILL	R.PK- 12.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD / CONCEPT / SKILL	R.PK- 12.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	R.PK- 12.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading

STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	R.PK- 12.10.	Independently and proficiently read and comprehend complex literary and informational texts.

FOCUS / W.PK-12. College and Career Readiness Anchor Standards for Writing COURSE

STRAND	Text Types and Purposes			
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STANDARD / CONCEPT / SKILL	W.PK- 12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.	
FOCUS / COURSE	W.PK-12.	PK-12. College and Career Readiness Anchor Standards for Writing	
STRAND		Production and Distribution of Writing	
STANDARD / CONCEPT / SKILL	W.PK- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	
STANDARD / CONCEPT / SKILL	W.PK- 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	
STANDARD / CONCEPT / SKILL	W.PK- 12.6.	Use technology to produce and publish writing and to interact and collaborate with others.	
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing	
STRAND		Range of Writing	
STANDARD / CONCEPT / SKILL	W.PK- 12.10.	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.	
FOCUS / COURSE	SL.PK- 12.	College and Career Readiness Anchor Standards for Speaking and Listening	
STRAND		Comprehension and Collaboration	
STANDARD / CONCEPT / SKILL	SL.PK- 12.1.	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.	
STANDARD / CONCEPT / SKILL	SL.PK- 12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language	
STRAND		Conventions of Standard English	
STANDARD / CONCEPT / SKILL	L.PK- 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
STANDARD / CONCEPT / SKILL	L.PK- 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language	

STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	L.PK- 12.3.	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.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.PK- 12.4.	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.
FOCUS / COURSE	RCA- ST.6-8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RCA- ST.6-8.1.	Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.)
FOCUS / COURSE	WCA.6-8.	Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Text Types and Purposes
STRAND STANDARD / CONCEPT / SKILL	WCA.6- 8.2.	Text Types and Purposes Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
STANDARD / CONCEPT /		Write informative/explanatory texts, including the narration of historical events, scientific procedures/
STANDARD / CONCEPT / SKILL	8.2. WCA.6- 8.2.b.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and
ST ANDARD / CONCEPT / SKILL INDICATOR	8.2. WCA.6- 8.2.b.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
ST ANDARD / CONCEPT / SKILL INDICATOR FOCUS / COURSE	8.2. WCA.6- 8.2.b.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
ST ANDARD / CONCEPT / SKILL INDICATOR FOCUS / COURSE ST RAND STANDARD / CONCEPT /	WCA.6-8.2.b.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA] Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task,
ST ANDARD / CONCEPT / SKILL INDICATOR FOCUS / COURSE STRAND STANDARD / CONCEPT / SKILL STANDARD / CONCEPT / CONCEPT /	WCA.6-8. WCA.6-8. WCA.6-8.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. Grades 6-8 Writing Standards for Literacy in the Content Areas [WCA] Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing

Research to Build and Present Knowledge

STRAND

STANDARD / CONCEPT / SKILL	WCA.6- 8.8.	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
FOCUS / COURSE	WCA.6-8.	Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	WCA.6- 8.10.	Write routinely over extended time frames (time for 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.
FOCUS / COURSE	SLCA.6-8	. Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SLCA.6- 8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SLCA.6- 8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
INDICATOR	SLCA.6- 8.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
FOCUS / COURSE	SLCA.6- 8.	Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SLCA.6- 8.2.	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
FOCUS / COURSE	SLCA.6- 8.	Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]
STRAND		Presentation of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	SLCA.6- 8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate vocabulary, eye contact, volume, and pronunciation.
FOCUS / COURSE	RL.6.	Grade 6 Reading Standards for Literature [RL]
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RL.6.1.	Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 6 Writing Standard 8 for more on quoting and paraphrasing.)
STANDARD / CONCEPT / SKILL	RL.6.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of a text distinct from personal opinions or judgments.

STANDARD / CONCEPT / SKILL	RL.6.3.	Describe how the plot of a particular story, poem, or drama unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
FOCUS / COURSE	RL.6.	Grade 6 Reading Standards for Literature [RL]
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	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 specific word choices, including those that create repeated sounds and rhythms in poetry, on meaning, tone (i.e., author's attitude toward subject or audience), or mood (i.e., emotional atmosphere). (See grade 6 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
STANDARD / CONCEPT / SKILL	RL.6.6.	Explain how an author develops the point of view of the narrator or speaker in a text.
FOCUS / COURSE	RL.6.	Grade 6 Reading Standards for Literature [RL]
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RL.6.10.	Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 6.
FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]
STRAND		Text Types and Purposes
STRAND STANDARD / CONCEPT / SKILL	W.6.2.	Text Types and Purposes Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
STANDARD / CONCEPT /	W.6.2. W.6.2.b.	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and
STANDARD I CONCEPT I SKILL		Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
ST ANDARD I CONCEPT I SKILL INDICATOR FOCUS I	W.6.2.b.	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
ST ANDARD / CONCEPT / SKILL INDICATOR FOCUS / COURSE	W.6.2.b.	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Grade 6 Writing Standards [W]
ST ANDARD / CONCEPT / SKILL INDICATOR FOCUS / COURSE ST RAND ST ANDARD / CONCEPT /	W.6.2.b. W.6.	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Grade 6 Writing Standards [W] Text Types and Purposes Write narratives to develop experiences or events using effective literary techniques, relevant
ST ANDARD I CONCEPT I SKILL INDICATOR FOCUS I COURSE ST RAND ST ANDARD I CONCEPT I SKILL	W.6.2.b. W.6.	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Grade 6 Writing Standards [W] Text Types and Purposes Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an
ST ANDARD / CONCEPT / SKILL INDICATOR FOCUS / COURSE ST RAND ST ANDARD / CONCEPT / SKILL INDICATOR	W.6.2.b. W.6.3.	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Grade 6 Writing Standards [W] Text Types and Purposes Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an appropriate narrative sequence. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or

FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	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.)
FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.6.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR	W.6.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 6).
FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.6.6.	Use technology, including current web-based communication platforms, 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.
FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.6.8.	When conducting research, 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.
FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	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.
FOCUS / COURSE	SL.6.	Grade 6 Speaking and Listening Standards [SL]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	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.
INDICATOR	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. (See grade 6 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)

use of textual evidence.)

INDICATOR	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.	
INDICATOR	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.	
FOCUS / COURSE	SL.6.	Grade 6 Speaking and Listening Standards [SL]	
STRAND		Presentation of Knowledge and Ideas	
STANDARD / CONCEPT / SKILL	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 vocabulary, eye contact, volume, and pronunciation. (See grade 6 Language Standards 4–6 for specific expectations regarding vocabulary.)	
FOCUS / COURSE	L.6.	Grade 6 Language Standards [L]	
STRAND		Conventions of Standard English	
STANDARD / CONCEPT / SKILL	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 6 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)	
INDICATOR		Sentence Structure, Variety, and Meaning	
EXPECTATION	L.6.1.b.	Explain the function of phrases and clauses in general, how phrases and clauses differ, and how their use conveys a particular meaning in a specific written or spoken sentence.	
EXPECTATION	L.6.1.c.	Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.	
FOCUS / COURSE	L.6.	Grade 6 Language Standards [L]	
STRAND		Conventions of Standard English	
STANDARD / CONCEPT / SKILL	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
INDICATOR	L.6.2.b.	Spell correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut).	
FOCUS / COURSE	L.6.	Grade 6 Language Standards [L]	
STRAND		Knowledge of Language	
STANDARD / CONCEPT / SKILL	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
INDICATOR	L.6.3.b.	Recognize variations from standard or formal English in writing and speaking, determine their appropriateness for the intended purpose and audience, and make changes as necessary.	
FOCUS / COURSE	L.6.	Grade 6 Language Standards [L]	
STRAND		Vocabulary Acquisition and Use	
STANDARD / CONCEPT / SKILL	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.	

FOCUS / COURSE STRAND STANDARD / R.F. CONCEPT / SKILL FOCUS / COURSE STRAND	2.PK- 2.2.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). UNIT 4: SUMMARIZING A REFERENCE Week 7 Page 61-74 Massachusetts Curriculum Frameworks Language Arts Grade 6 - Adopted: 2017 College and Career Readiness Anchor Standards for Reading Key Ideas and Details Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. College and Career Readiness Anchor Standards for Reading
FOCUS / COURSE STRAND STANDARD / R.F. CONCEPT / 12.2 SKILL FOCUS / COURSE STRAND STANDARD / R.F. CONCEPT / 12.4	. PK-12. (UNIT 4: SUMMARIZING A REFERENCE Week 7 Page 61-74 Massachusetts Curriculum Frameworks Language Arts Grade 6 - Adopted: 2017 College and Career Readiness Anchor Standards for Reading Key Ideas and Details Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STRAND STANDARD / R.F. CONCEPT / 12.2 SKILL FOCUS / COURSE STRAND STANDARD / R.F. CONCEPT / 12.4	2.PK- 2.2.	Massachusetts Curriculum Frameworks Language Arts Grade 6 - Adopted: 2017 College and Career Readiness Anchor Standards for Reading Key Ideas and Details Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STRAND STANDARD / R.F. CONCEPT / 12.2 SKILL FOCUS / COURSE STRAND STANDARD / R.F. CONCEPT / 12.4	2.PK- 2.2.	Language Arts Grade 6 - Adopted: 2017 College and Career Readiness Anchor Standards for Reading Key Ideas and Details Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STRAND STANDARD / R.F. CONCEPT / 12.2 SKILL FOCUS / COURSE STRAND STANDARD / R.F. CONCEPT / 12.4	2.PK- 2.2.	Key Ideas and Details Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD / R.F. CONCEPT / 12.2 FOCUS / COURSE STRAND STANDARD / R.F. CONCEPT / 12.4	I.PK- 2.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CONCEPT / 12.2 FOCUS / COURSE STRAND STANDARD / R.F. CONCEPT / 12.4	2.2.	and ideas.
STRAND STANDARD / R.F. CONCEPT / 12.4	.PK-12. (College and Career Readiness Anchor Standards for Reading
STANDARD / R.F. CONCEPT / 12.4		
CONCEPT / 12.4		Craft and Structure
		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.
STANDARD / R.F. CONCEPT / 12.5 SKILL		Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.
FOCUS / R.F COURSE	.PK-12.(College and Career Readiness Anchor Standards for Reading
STRAND		Integration of Knowledge and Ideas
STANDARD / R.F. CONCEPT / 12.7 SKILL		Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
FOCUS / R.F COURSE	.PK-12.(College and Career Readiness Anchor Standards for Reading
STRAND		Range of Reading and Level of Text Complexity

STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	R.PK- 12.10.	Independently and proficiently read and comprehend complex literary and informational texts.

FOCUS / W.PK-12. College and Career Readiness Anchor Standards for Writing COURSE

STRAND	Text Types and Purposes
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STANDARD / CONCEPT / SKILL	W.PK- 12.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STANDARD / CONCEPT / SKILL	W.PK- 12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	W.PK- 12.6.	Use technology to produce and publish writing and to interact and collaborate with others.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.PK- 12.8.	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.10.	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.
FOCUS / COURSE	SL.PK- 12.	College and Career Readiness Anchor Standards for Speaking and Listening
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.PK- 12.1.	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.
STANDARD / CONCEPT / SKILL	SL.PK- 12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

FOCUS / L.PK-12. College and Career Readiness Anchor Standards for Language COURSE

STRAND Conventions of Standard English

STANDARD / CONCEPT / SKILL	L.PK- 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / CONCEPT / SKILL	L.PK- 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

FOCUS / COURSE

L.PK-12. College and Career Readiness Anchor Standards for Language

STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	L.PK- 12.3.	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.

FOCUS / COURSE

L.PK-12. College and Career Readiness Anchor Standards for Language

STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.PK- 12.4.	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.
STANDARD / CONCEPT / SKILL	L.PK- 12.6.	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.

FOCUS / COURSE

RCA-H.6- Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H] 8.

STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RCA- H.6-8.1.	Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.)
STANDARD / CONCEPT / SKILL	RCA- H.6-8.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

FOCUS / COURSE

RCA-H.6- Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H] 8.

STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RCA- H.6-8.4.	Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
STANDARD / CONCEPT / SKILL	RCA- H.6-8.5.	Describe how a text presents information (e.g., sequentially, comparatively, causally), including how written texts incorporate features such as headings.

FOCUS / COURSE

RCA-H.6- Grades 6-8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H] 8.

STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RCA- H.6-8.10.	Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.
FOCUS / COURSE	RCA- ST.6-8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RCA- ST.6-8.1.	Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.)
STANDARD / CONCEPT / SKILL	RCA- ST.6-8.2.	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
FOCUS / COURSE	RCA- ST.6-8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RCA- ST.6-8.4.	Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
STANDARD / CONCEPT / SKILL	RCA- ST.6-8.5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
FOCUS / COURSE	RCA- ST.6-8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RCA- ST.6- 8.10.	Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.
FOCUS / COURSE	WCA.6-8.	Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	WCA.6- 8.1.	Write arguments focused on discipline-specific content.
INDICATOR	WCA.6- 8.1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
FOCUS / COURSE	WCA.6-8.	Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Text Types and Purposes

STANDARD / CONCEPT / SKILL	WCA.6- 8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
INDICATOR	WCA.6- 8.2.a.	Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	WCA.6- 8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	WCA.6- 8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	WCA.6- 8.2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

FOCUS / COURSE

WCA.6-8. Grades 6-8 Writing Standards for Literacy in the Content Areas [WCA]

STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	WCA.6- 8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT /	WCA.6- 8.6.	Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

FOCUS / COURSE

WCA.6-8. Grades 6-8 Writing Standards for Literacy in the Content Areas [WCA]

STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	WCA.6- 8.8.	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STANDARD / CONCEPT / SKILL	WCA.6- 8.9.	Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)

FOCUS / COURSE

WCA.6-8. Grades 6-8 Writing Standards for Literacy in the Content Areas [WCA]

STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	WCA.6- 8.10.	Write routinely over extended time frames (time for 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.

FOCUS / COURSE

SLCA.6-8. Grades 6-8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]

STRAND		Comprehension and Collaboration
	SLCA.6- 8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.

INDICATOR	SLCA.6- 8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
INDICATOR	SLCA.6- 8.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
FOCUS / COURSE	SLCA.6- 8.	Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SLCA.6- 8.2.	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
STANDARD / CONCEPT / SKILL	SLCA.6- 8.3.	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. For example, after an author of science books on endangered animal species visits their class to talk about her research and writing, students write reports on what she said, summarizing important points and arranging them in a logical order. (WCA.6–8.2, SLCA.6–8.3)
FOCUS / COURSE	RI.6.	Grade 6 Reading Standards for Informational Text [RI]
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RI.6.1.	Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 6 Writing Standard 8 for more on quoting and paraphrasing.)
STANDARD / CONCEPT / SKILL	RI.6.2.	Determine a text's central idea(s) and how particular details help convey the idea(s); provide a summary of a text distinct from personal opinions or judgments.
STANDARD / CONCEPT / SKILL	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).
FOCUS / COURSE	RI.6.	Grade 6 Reading Standards for Informational Text [RI]
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; explain how word choice affects meaning and tone. (See grade 6 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
STANDARD / CONCEPT / SKILL	RI.6.5.	Analyze how a particular sentence, paragraph, chapter, section, or text feature (e.g., heading) fits into the overall structure of a text and contributes to the development of the ideas.
FOCUS /	RI.6.	Grade 6 Reading Standards for Informational Text [RI]
COURSE		

STANDARD / CONCEPT / SKILL	RI.6.10.	Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 6.
FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.6.1.	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.
INDICATOR	W.6.1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.6.2.	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	W.6.2.a.	Introduce a topic; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.6.2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	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.)
FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]
STRAND		Production and Distribution of Writing
ST ANDARD / CONCEPT / SKILL	W.6.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR	W.6.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 6).
INDICATOR	W.6.5.b.	Demonstrate the ability to select accurate vocabulary (as described in Language Standards 4–6 up to and including grade 6).
FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]

STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.6.6.	Use technology, including current web-based communication platforms, 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.
FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.6.8.	When conducting research, 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.
FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	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.
FOCUS / COURSE	SL.6.	Grade 6 Speaking and Listening Standards [SL]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	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.
INDICATOR	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. (See grade 6 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
INDICATOR	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
INDICATOR	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.
FOCUS / COURSE	L.6.	Grade 6 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 6 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
INDICATOR		Sentence Structure, Variety, and Meaning
EXPECTATION	L.6.1.b.	Explain the function of phrases and clauses in general, how phrases and clauses differ, and how their use conveys a particular meaning in a specific written or spoken sentence.
EXPECTATION	L.6.1.c.	Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

FOCUS / COURSE	L.6.	Grade 6 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.6.2.b.	Spell correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut).
FOCUS / COURSE	L.6.	Grade 6 Language Standards [L]
STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.6.3.a.	Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.
FOCUS / COURSE	L.6.	Grade 6 Language Standards [L]
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	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.
INDICATOR	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.
INDICATOR	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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Massachusetts Curriculum Frameworks Language Arts

Grade 6 - Adopted: 2017

FOCUS / COURSE

R.PK-12. College and Career Readiness Anchor Standards for Reading

STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	R.PK- 12.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

FOCUS / COURSE

R.PK-12. College and Career Readiness Anchor Standards for Reading

STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	R.PK- 12.4.	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.

STANDARD / CONCEPT / SKILL	R.PK- 12.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.
FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	R.PK- 12.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	R.PK- 12.10.	Independently and proficiently read and comprehend complex literary and informational texts.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.PK- 12.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STANDARD / CONCEPT / SKILL	W.PK- 12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	W.PK- 12.6.	Use technology to produce and publish writing and to interact and collaborate with others.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.PK- 12.8.	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing

STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.10.	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.
FOCUS / COURSE	SL.PK- 12.	College and Career Readiness Anchor Standards for Speaking and Listening
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.PK- 12.1.	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.
STANDARD / CONCEPT / SKILL	SL.PK- 12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.PK- 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / CONCEPT / SKILL	L.PK- 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	L.PK- 12.3.	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.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.PK- 12.4.	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.
STANDARD / CONCEPT / SKILL	L.PK- 12.6.	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.
FOCUS / COURSE	RCA-H.6- 8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]

STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RCA- H.6-8.1.	Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.)
STANDARD / CONCEPT / SKILL	RCA- H.6-8.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
FOCUS / COURSE	RCA-H.6- 8.	- Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RCA- H.6-8.4.	Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
STANDARD / CONCEPT / SKILL	RCA- H.6-8.5.	Describe how a text presents information (e.g., sequentially, comparatively, causally), including how written texts incorporate features such as headings.
FOCUS / COURSE	RCA-H.6- 8.	- Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RCA- H.6-8.10.	Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.
FOCUS / COURSE	RCA- ST.6-8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RCA- ST.6-8.1.	Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.)
STANDARD / CONCEPT / SKILL	RCA- ST.6-8.2.	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
FOCUS / COURSE	RCA- ST.6-8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RCA- ST.6-8.4.	Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
STANDARD / CONCEPT / SKILL	RCA- ST.6-8.5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.

FOCUS / COURSE	RCA- ST.6-8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RCA- ST.6- 8.10.	Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.
FOCUS / COURSE	WCA.6-8.	Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	WCA.6- 8.1.	Write arguments focused on discipline-specific content.
INDICATOR	WCA.6- 8.1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
FOCUS / COURSE	WCA.6-8.	Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	WCA.6- 8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
INDICATOR	WCA.6- 8.2.a.	Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	WCA.6- 8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	WCA.6- 8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	WCA.6- 8.2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
FOCUS / COURSE	WCA.6-8.	Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	WCA.6- 8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	WCA.6- 8.6.	Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
FOCUS / COURSE	WCA.6-8.	Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

Research to Build and Present Knowledge

STRAND

STANDARD / CONCEPT / SKILL	WCA.6- 8.8.	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STANDARD / CONCEPT / SKILL	WCA.6- 8.9.	Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
FOCUS / COURSE	WCA.6-8.	Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	WCA.6- 8.10.	Write routinely over extended time frames (time for 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.
FOCUS / COURSE	SLCA.6-8	Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SLCA.6- 8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SLCA.6- 8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
INDICATOR	SLCA.6- 8.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
FOCUS / COURSE	SLCA.6- 8.	Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SLCA.6- 8.2.	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
STANDARD / CONCEPT / SKILL	SLCA.6- 8.3.	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. For example, after an author of science books on endangered animal species visits their class to talk about her research and writing, students write reports on what she said, summarizing important points and arranging them in a logical order. (WCA.6–8.2, SLCA.6–8.3)
FOCUS / COURSE	RI.6.	Grade 6 Reading Standards for Informational Text [RI]
STRAND		Key Ideas and Details

Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text,

quoting or paraphrasing as appropriate. (See grade 6 Writing Standard 8 for more on quoting and paraphrasing.)

STANDARD /

CONCEPT/

SKILL

RI.6.1.

STANDARD / CONCEPT / SKILL	RI.6.2.	Determine a text's central idea(s) and how particular details help convey the idea(s); provide a summary of a text distinct from personal opinions or judgments.
STANDARD / CONCEPT / SKILL	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).
FOCUS / COURSE	RI.6.	Grade 6 Reading Standards for Informational Text [RI]
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; explain how word choice affects meaning and tone. (See grade 6 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
STANDARD / CONCEPT / SKILL	RI.6.5.	Analyze how a particular sentence, paragraph, chapter, section, or text feature (e.g., heading) fits into the overall structure of a text and contributes to the development of the ideas.
FOCUS / COURSE	RI.6.	Grade 6 Reading Standards for Informational Text [RI]
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RI.6.10.	Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 6.
FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]
	W.6.	Grade 6 Writing Standards [W] Text Types and Purposes
COURSE	W.6.1.	
STRAND STANDARD / CONCEPT /		Text Types and Purposes Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear
STRAND STANDARD / CONCEPT / SKILL	W.6.1.	Text Types and Purposes Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.
STRAND STANDARD / CONCEPT / SKILL INDICATOR FOCUS /	W.6.1. W.6.1.d.	Text Types and Purposes Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
STRAND STANDARD / CONCEPT / SKILL INDICATOR FOCUS / COURSE	W.6.1. W.6.1.d.	Text Types and Purposes Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). Grade 6 Writing Standards [W]
STRAND STANDARD / CONCEPT / SKILL INDICATOR FOCUS / COURSE STRAND STANDARD / CONCEPT /	W.6.1.d. W.6.1.d.	Text Types and Purposes Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). Grade 6 Writing Standards [W] Text Types and Purposes Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and
STRAND STANDARD / CONCEPT / SKILL INDICATOR FOCUS / COURSE STRAND STANDARD / CONCEPT / SKILL	W.6.1.d. W.6.2.	Text Types and Purposes Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). Grade 6 Writing Standards [W] Text Types and Purposes Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Introduce a topic; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g.,
STRAND STANDARD / CONCEPT / SKILL INDICATOR FOCUS / COURSE STRAND STANDARD / CONCEPT / SKILL INDICATOR	W.6.1.d. W.6.2.	Text Types and Purposes Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). Grade 6 Writing Standards [W] Text Types and Purposes Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Introduce a topic; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	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.)
FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.6.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR	W.6.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 6).
INDICATOR	W.6.5.b.	Demonstrate the ability to select accurate vocabulary (as described in Language Standards 4–6 up to and including grade 6).
FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.6.6.	Use technology, including current web-based communication platforms, 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.
FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.6.8.	When conducting research, 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.
FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	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.
FOCUS / COURSE	SL.6.	Grade 6 Speaking and Listening Standards [SL]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	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.

FOCUS! COURSE L.6. Grade 6 Language Standards [L] Conventions of Standard English STANDARD! CONCEPT! SKILL Demonstrate command of the conventions of standard English grammar and usage when writing or concept; SKILL Standard 5 and Speaking retain and further develop language skills learned in previous grades, (See grade 6 Writing Standard 6 on strengthening writing and presentations by applying knowledge of conventions). INDICATOR Sentence Structure, Variety, and Meaning EXPECTATION L.6.1.b. Explain the function of phrases and clauses in general, how phrases and clauses differ, and how their use conveys particular meaning in a specific written or spoken sentence. EXPECTATION L.6.1.c. Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. FOCUS! COURSE STRAND Conventions of Standard English STANDARD! Conventions of Standard English STANDARD! CONCEPT! SKILL NDICATOR L.6.2.b. Spell convectly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut). FOCUS! COURSE STRAND Knowledge of Language STANDARD! COURSE STANDARD! COURSE CONCEPT! L.6.3. Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest. FOCUS! COURSE L.6. Grade 6 Language Standards [L] STRAND Vocabulary Acquisition and Use STANDARD! COUNCEPT! SKILL STRAND Vocabulary Acquisition and Use STANDARD! COUNCEPT! SKILL STRAND Vocabulary Acquisition and Use STANDARD! COUNCEPT! SKILL STANDARD! COUNCEPT! SKILL STRAND Vocabulary Acquisition and Use STANDARD! COUNCEPT! SKILL STRAND Vocabulary Acquisition and Use STANDARD! COUNCEPT! SKILL STRAND Vocabulary Acquisition and Use STANDARD! STANDARD! STANDARD! STANDARD! STANDARD! STANDARD! STANDARD! STANDARD I SKILL STRAND Vocabulary Acquisition and Use STANDARD I SKILL STRAND STANDARD			
INDICATOR 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. FOCUS! COURSE STRAND Conventions of Standard English STANDARD! CONCEPT! SKILL STRAND Conventions of Standard English STANDARD! L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking: retain and further develop language skills learned in previous grades, (See grade 5 Writing or Stindard 5 and Speaking; retain and further develop language skills learned in previous grades, (See grade 5 Writing or Stindard 5 and Speaking; and Listening Standard 6 on strengthening writing and presentations by speaking; retain and further develop language skills learned in previous grades, (See grade 5 Writing or Stindard 5 on strengthening writing and presentations by speaking; retain and further develop language skills learned in previous grades, (See grade 5 Writing or Stindard 6 on strengthening writing and presentations by speaking; retain and previous grades, (See grade 5 Writing or Stindard 6 on strengthening writing and presentations by speaking; retain and previous grades, (See grade 5 Writing or Stindard 6 on strengthening writing and presentations by speaking and stempland or speaking sentence, recognizing and correcting misplaced and dangling modifiers. FOCUS! COURSE STRAND Conventions of Standard English STANDARD / Conventions of Standard English speaking and correcting misplaced and dangling when writing. STANDARD / Conventions of Standard English speaking reading, prediction, punctuation, and speaking when writing. STANDARD / Conventions of Standards [L] STANDARD	INDICATOR	SL.6.1.a.	referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grade 6 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the
FOCUS! COURSE L.6. Grade 6 Language Standards [L] Conventions of Standard English STANDARD! CONCEPT! SKILL Demonstrate command of the conventions of standard English grammar and usage when writing or concepts of conventions. Standard 5 and Speaking retain and further develop language skills learned in previous grades. (See grade 6 Writing Standard 5 and Speaking retain and further develop language skills learned in previous grades. (See grade 6 Writing Standard 5 on strengthening writing and presentations by applying knowledge of conventions.) INDICATOR Sentence Structure, Variety, and Meaning EXPECTATION L.6.1b. Explain the function of phrases and clauses in general, how phrases and clauses differ, and how their use conveys particular meaning in a specific writien or spoken sentence. EXPECTATION L.6.1c. Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. FOCUS! COURSE L.6. Grade 6 Language Standards [L] Conventions of Standard English STANDARD! CONCEPT! SKILL Spell correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut). FOCUS! L.6. Grade 6 Language Standards [L] COURSE STRAND Knowledge of Language STANDARD! CONCEPT! L.6.3a. Maintain appropriate consistency in style and tone while varying sentence patients for meaning and audience interest. FOCUS! L.6. Grade 6 Language Standards [L] STRAND Vocabulary Acquisition and Use STANDARD! COURSE STRAND Vocabulary Acquisition and Use STANDARD! L.6.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grad CONCEPT! L.6.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grad CONCEPT! INDICATOR L.6.4a. Use context (e.g., the overall meaning of a sentence or paragraphy; a word's position or function in a sentence) as a sentence or paragraphy; a word's position or function in a sentence) as a sentence or paragraphy; a word's position or function in a sentence) as a	INDICATOR	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
Conventions of Standard English STANDARD / CONCEPT / SKILL Demonstrate command of the conventions of standard English grammar and usage when writing or concept / SKILL Sentence Structure, Variety, and Meaning EXPECTATION L6.1b. Explain the function of phrases and clauses in general, how phrases and clauses differ, and how their use conveys particular meaning in a specific written or spoken sentence. EXPECTATION L6.1c. Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. FOCUS / COURSE STRAND Conventions of Standard English STANDARD / CONCEPT / SKILL INDICATOR L6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. STRAND Conventions of Standard English STANDARD / CONCEPT / SKILL INDICATOR L6.2. Grade 6 Language Standards [L] STRAND Knowledge of Language STANDARD / CONCEPT / SKILL INDICATOR L6.3. Grade 6 Language Standards [L] STRAND Knowledge of Language STANDARD / CONCEPT / COURSE STRAND Knowledge of Language STANDARD / CONCEPT / COURSE STRAND Knowledge of Language STANDARD / CONCEPT / COURSE STRAND L6.3. Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest NDICATOR L6.4. Grade 6 Language Standards [L] STRAND Vocabulary Acquisition and Use STANDARD / CONCEPT / SKILL NDICATOR L6.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grace CONCEPT / SKILL INDICATOR L6.4.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grace concept of the concept and sentence or paragraph; a word's position or function in a sentence) as a sentence or paragraph; a word's position or function in a sentence) as a sentence or paragraph; a word's position or function in a sentence) as a sentence or paragraph; a word's position or function in a sentence) as a sentence or paragraph; a word's position or function in a sen	INDICATOR	SL.6.1.c.	
STANDARD / CONCEPT / SKILL Sentence Structure, Variety, and Meaning		L.6.	Grade 6 Language Standards [L]
Strandard 5 and 5 peaking; retain and further develop language skills learned in previous grades. (See grade 6 Writing Standard 5 and 5 peaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.) INDICATOR	STRAND		Conventions of Standard English
EXPECTATION L.6.1.b. Explain the function of phrases and clauses in general, how phrases and clauses differ, and how their use conveys particular meaning in a specific written or spoken sentence. EXPECTATION L.6.1.c. Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. FOCUS! COURSE L.6. Grade 6 Language Standards [L] CONVENTION CONVENTION CONVENTION OF STANDARD! STANDARD! STANDARD! STANDARD! L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. INDICATOR L.6.2. Spell correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut). ECOUS! COURSE STRAND Knowledge of Language STANDARD! CONCEPT! SKILL INDICATOR L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. CONCEPT! SKILL INDICATOR L.6.3. Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest. FOCUS! COURSE STANDARD! Vocabulary Acquisition and Use STANDARD! TORNARD! TORNARD! TORNARD CONCEPT! SKILL Vocabulary Acquisition and Use STANDARD! TORNARD CONCEPT! SKILL L.6.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade of creating and content, choosing flexibly from a range of strategies.	CONCEPT /	L.6.1.	speaking; retain and further develop language skills learned in previous grades. (See grade 6 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by
EXPECTATION L.6.1.c. Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. FOCUS! COURSE STRAND Conventions of Standard English STANDARD! CONCEPT! SKILL INDICATOR L.6.2. Spell correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut). Knowledge of Language STANDARD! CONCEPT! Knowledge of Language STANDARD! CONCEPT! STRAND Knowledge of language STANDARD! CONCEPT! STRAND L.6.3. Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest. FOCUS! COURSE STRAND Vocabulary Acquisition and Use STANDARD! CONCEPT! STRAND Vocabulary Acquisition and Use STANDARD! CONCEPT! STANDARD! L.6.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade of reading and content, choosing flexibly from a range of strategies. INDICATOR L.6.4. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a sentence or paragraph; a word's position or function in a sentence) as a sentence or paragraph; a word's position or function in a sentence) as a sentence or paragraph; a word's position or function in a sentence) as a sentence or paragraph; a word's position or function in a sentence) as a sentence or paragraph; a word's position or function in a sentence) as a sentence or paragraph; a word's position or function in a sentence) as a sentence or paragraph; a word's position or function in a sentence) as a sentence or paragraph; a word's position or function in a sentence) as a sentence or paragraph; a word's position or function in a sentence) as a sentence or paragraph; a word's position and a sentence or paragraph; a word's position and a s	INDICATOR		Sentence Structure, Variety, and Meaning
FOCUS / COURSE STRAND Conventions of Standard English STANDARD / CONCEPT / SKILL NDICATOR L.6.2. Spell correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut). FOCUS / COURSE STRAND Knowledge of Language STANDARD / CONCEPT / SKILL NDICATOR L.6.3. Use knowledge of language STANDARD / CONCEPT / SKILL NDICATOR L.6.4. Grade 6 Language Standards [L] STRAND Knowledge of Language STANDARD / CONCEPT / SKILL NDICATOR L.6.5. Grade 6 Language Standards [L] STANDARD / CONCEPT / SKILL NDICATOR L.6.6. Grade 6 Language Standards [L] STRAND Vocabulary Acquisition and Use STANDARD / CONCEPT / SKILL NDICATOR L.6.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade of reading and content, choosing flexibly from a range of strategies.	EXPECTATION	L.6.1.b.	Explain the function of phrases and clauses in general, how phrases and clauses differ, and how their use conveys a particular meaning in a specific written or spoken sentence.
STRAND Conventions of Standard English STANDARD / CONCEPT / SKILL INDICATOR L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. INDICATOR L.6.2. Spell correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut). FOCUS / COURSE STRAND Knowledge of Language STANDARD / CONCEPT / SKILL INDICATOR L.6.3. Waintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest. FOCUS / COURSE STRAND Vocabulary Acquisition and Use STANDARD / CONCEPT / SKILL STRAND Vocabulary Acquisition and Use STANDARD / CONCEPT / SKILL STANDARD / CONCEPT / SKILL L.6.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade of reading and content, choosing flexibly from a range of strategies. INDICATOR L.6.4. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as as a sentence or paragraph; a word's position or function in a sentence) as as a sentence or paragraph; a word's position or function in a sentence) as a sentence or paragraph; a word's position or function in a sentence) as a sentence or paragraph; a word's position or function in a sentence) as a sentence or paragraph; a word's position or function in a sentence) as a sentence or paragraph; a word's position or function in a sentence) as a sentence or paragraph; a word's position or function in a sentence) as a sentence or paragraph; a word's position or function in a sentence) as a sentence or paragraph; a word's position or function in a sentence) as a sentence or paragraph; a word's position or function in a sentence) as a sentence or paragraph; a word's position or function in a sentence) as a sentence or paragraph; a word's position or function in a sentence) as a sentence or paragraph; a word's position or function in a sentence) as a sentence or paragraph; a word's position or function in a sente	EXPECTATION	L.6.1.c.	
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Spelling when writing. Spelling when writing.	STRAND		Conventions of Standard English
FOCUS / COURSE STRAND Knowledge of Language STANDARD / CONCEPT / SKILL INDICATOR L.6.3.	CONCEPT /	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STRAND Knowledge of Language STANDARD / CONCEPT / SKILL INDICATOR L.6.3.	INDICATOR	L.6.2.b.	Spell correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut).
STANDARD / CONCEPT / SKILL INDICATOR L.6.3.		L.6.	Grade 6 Language Standards [L]
CONCEPT / SKILL INDICATOR L.6.3.a. Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest. FOCUS / COURSE STRAND Vocabulary Acquisition and Use STANDARD / CONCEPT / SKILL 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. INDICATOR 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	STRAND		Knowledge of Language
FOCUS / COURSE L.6. Grade 6 Language Standards [L] STRAND Vocabulary Acquisition and Use STANDARD / CONCEPT / SKILL 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. INDICATOR 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	CONCEPT /	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
STRAND Vocabulary Acquisition and Use STANDARD / CONCEPT / SKILL 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. INDICATOR L.6.4. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a	INDICATOR	L.6.3.a.	
ST ANDARD / CONCEPT / SKILL 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. INDICATOR 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		L.6.	Grade 6 Language Standards [L]
CONCEPT / SKILL 6 reading and content, choosing flexibly from a range of strategies. INDICATOR 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	STRAND		Vocabulary Acquisition and Use
	CONCEPT /	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.
	INDICATOR	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.

INDICATOR 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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Massachusetts Curriculum Frameworks Language Arts

Grade 6 - Adopted: 2017

FOCUS / COURSE

R.PK-12. College and Career Readiness Anchor Standards for Reading

STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	R.PK- 12.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

FOCUS / COURSE

R.PK-12. College and Career Readiness Anchor Standards for Reading

STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	R.PK- 12.4.	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.
STANDARD / CONCEPT / SKILL	R.PK- 12.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.

FOCUS / COURSE

R.PK-12. College and Career Readiness Anchor Standards for Reading

STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	R.PK- 12.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

FOCUS / COURSE

R.PK-12. College and Career Readiness Anchor Standards for Reading

STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	R.PK- 12.10.	Independently and proficiently read and comprehend complex literary and informational texts.

FOCUS / COURSE

W.PK-12. College and Career Readiness Anchor Standards for Writing

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.PK- 12.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

STANDARD / CONCEPT / SKILL	W.PK- 12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	W.PK- 12.6.	Use technology to produce and publish writing and to interact and collaborate with others.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.PK- 12.8.	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.10.	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.
FOCUS / COURSE	SL.PK- 12.	College and Career Readiness Anchor Standards for Speaking and Listening
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.PK- 12.1.	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.
STANDARD / CONCEPT / SKILL	SL.PK- 12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.PK- 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

STANDARD / CONCEPT / SKILL	L.PK- 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	L.PK- 12.3.	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.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.PK- 12.4.	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.
STANDARD / CONCEPT / SKILL	L.PK- 12.6.	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.
FOCUS / COURSE	RCA-H.6- 8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RCA- H.6-8.1.	Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.)
STANDARD / CONCEPT / SKILL	RCA- H.6-8.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
FOCUS / COURSE	RCA-H.6- 8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RCA- H.6-8.4.	Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
STANDARD / CONCEPT / SKILL	RCA- H.6-8.5.	Describe how a text presents information (e.g., sequentially, comparatively, causally), including how written texts incorporate features such as headings.
FOCUS / COURSE	RCA-H.6- 8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
STRAND		Range of Reading and Level of Text Complexity

STANDARD / CONCEPT / SKILL	RCA- H.6-8.10.	Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.
FOCUS / COURSE	RCA- ST.6-8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RCA- ST.6-8.1.	Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.)
STANDARD / CONCEPT / SKILL	RCA- ST.6-8.2.	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
FOCUS / COURSE	RCA- ST.6-8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RCA- ST.6-8.4.	Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
STANDARD / CONCEPT / SKILL	RCA- ST.6-8.5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
FOCUS / COURSE	RCA- ST.6-8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RCA- ST.6- 8.10.	Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.
FOCUS / COURSE	WCA.6-8.	Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	WCA.6- 8.1.	Write arguments focused on discipline-specific content.
INDICATOR	WCA.6- 8.1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
FOCUS / COURSE	WCA.6-8.	Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	WCA.6- 8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

INDICATOR	WCA.6- 8.2.a.	Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	WCA.6- 8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	WCA.6- 8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	WCA.6- 8.2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

FOCUS / COURSE

WCA.6-8. Grades 6-8 Writing Standards for Literacy in the Content Areas [WCA]

STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	WCA.6- 8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT /	WCA.6- 8.6.	Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

FOCUS / COURSE

WCA.6-8. Grades 6-8 Writing Standards for Literacy in the Content Areas [WCA]

STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	WCA.6- 8.8.	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STANDARD / CONCEPT / SKILL	WCA.6- 8.9.	Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)

FOCUS / COURSE

WCA.6-8. Grades 6-8 Writing Standards for Literacy in the Content Areas [WCA]

STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	WCA.6- 8.10.	Write routinely over extended time frames (time for 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.

FOCUS / COURSE

SLCA.6-8. Grades 6-8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]

STRAND		Comprehension and Collaboration
	SLCA.6- 8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.

INDICATOR	SLCA.6- 8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
INDICATOR	SLCA.6- 8.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
FOCUS / COURSE	SLCA.6- 8.	Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SLCA.6- 8.2.	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
STANDARD / CONCEPT / SKILL	SLCA.6- 8.3.	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. For example, after an author of science books on endangered animal species visits their class to talk about her research and writing, students write reports on what she said, summarizing important points and arranging them in a logical order. (WCA.6–8.2, SLCA.6–8.3)
FOCUS / COURSE	RI.6.	Grade 6 Reading Standards for Informational Text [RI]
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RI.6.1.	Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 6 Writing Standard 8 for more on quoting and paraphrasing.)
STANDARD / CONCEPT / SKILL	RI.6.2.	Determine a text's central idea(s) and how particular details help convey the idea(s); provide a summary of a text distinct from personal opinions or judgments.
STANDARD / CONCEPT / SKILL	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).
FOCUS / COURSE	RI.6.	Grade 6 Reading Standards for Informational Text [RI]
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; explain how word choice affects meaning and tone. (See grade 6 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
STANDARD / CONCEPT / SKILL	RI.6.5.	Analyze how a particular sentence, paragraph, chapter, section, or text feature (e.g., heading) fits into the overall structure of a text and contributes to the development of the ideas.
FOCUS /	RI.6.	Grade 6 Reading Standards for Informational Text [RI]
COURSE		

STANDARD / CONCEPT / SKILL	RI.6.10.	Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 6.
FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.6.1.	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.
INDICATOR	W.6.1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.6.2.	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	W.6.2.a.	Introduce a topic; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.6.2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	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.)
FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]
STRAND		Production and Distribution of Writing
ST ANDARD / CONCEPT / SKILL	W.6.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR	W.6.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 6).
INDICATOR	W.6.5.b.	Demonstrate the ability to select accurate vocabulary (as described in Language Standards 4–6 up to and including grade 6).
FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]

STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.6.6.	Use technology, including current web-based communication platforms, 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.
FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.6.8.	When conducting research, 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.
FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	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.
FOCUS / COURSE	SL.6.	Grade 6 Speaking and Listening Standards [SL]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	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.
INDICATOR	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. (See grade 6 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
INDICATOR	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
INDICATOR	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.
FOCUS / COURSE	L.6.	Grade 6 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 6 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
INDICATOR		Sentence Structure, Variety, and Meaning
EXPECTATION	L.6.1.b.	Explain the function of phrases and clauses in general, how phrases and clauses differ, and how their use conveys a particular meaning in a specific written or spoken sentence.
EXPECTATION	L.6.1.c.	Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

FOCUS / COURSE	L.6.	Grade 6 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.6.2.b.	Spell correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut).
FOCUS / COURSE	L.6.	Grade 6 Language Standards [L]
STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.6.3.a.	Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.
FOCUS / COURSE	L.6.	Grade 6 Language Standards [L]
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	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.
INDICATOR	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.
INDICATOR	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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Massachusetts Curriculum Frameworks Language Arts

Grade 6 - Adopted: 2017

FOCUS / COURSE

R.PK-12. College and Career Readiness Anchor Standards for Reading

STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	R.PK- 12.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

FOCUS / COURSE

R.PK-12. College and Career Readiness Anchor Standards for Reading

STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	R.PK- 12.4.	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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R.PK-12. College and Career Readiness Anchor Standards for Reading

COURSE		
STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	R.PK- 12.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	R.PK- 12.10.	Independently and proficiently read and comprehend complex literary and informational texts.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.PK- 12.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STANDARD / CONCEPT / SKILL	W.PK- 12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	W.PK- 12.6.	Use technology to produce and publish writing and to interact and collaborate with others.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.PK- 12.8.	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing

Range of Writing

STRAND

STANDARD / CONCEPT / SKILL	W.PK- 12.10.	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.
FOCUS / COURSE	SL.PK- 12.	College and Career Readiness Anchor Standards for Speaking and Listening
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.PK- 12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.PK- 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / CONCEPT / SKILL	L.PK- 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.PK- 12.4.	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.
STANDARD / CONCEPT / SKILL	L.PK- 12.6.	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.
FOCUS / COURSE	RCA-H.6- 8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RCA- H.6-8.1.	Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.)
FOCUS / COURSE	RCA-H.6- 8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RCA- H.6-8.4.	Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
FOCUS / COURSE	RCA-H.6- 8.	• Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]

STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RCA- H.6-8.10.	Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.
FOCUS / COURSE	RCA- ST.6-8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RCA- ST.6-8.1.	Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.)
STANDARD / CONCEPT / SKILL	RCA- ST.6-8.2.	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
FOCUS / COURSE	RCA- ST.6-8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RCA- ST.6-8.4.	Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
FOCUS / COURSE	RCA- ST.6-8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RCA- ST.6- 8.10.	Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.
FOCUS /		
COURSE	WCA.6-8.	Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
	WCA.6-8.	Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA] Text Types and Purposes
COURSE	WCA.6-8.	
STRAND STANDARD / CONCEPT /	WCA.6-	Text Types and Purposes
STRAND STANDARD / CONCEPT / SKILL	WCA.6- 8.1. WCA.6- 8.1.d.	Text Types and Purposes Write arguments focused on discipline-specific content.
STRAND STANDARD / CONCEPT / SKILL INDICATOR	WCA.6- 8.1. WCA.6- 8.1.d.	Text Types and Purposes Write arguments focused on discipline-specific content. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
STRAND STANDARD / CONCEPT / SKILL INDICATOR FOCUS / COURSE	WCA.6- 8.1. WCA.6- 8.1.d.	Text Types and Purposes Write arguments focused on discipline-specific content. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

INDICATOR	WCA.6- 8.2.a.	Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	WCA.6- 8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	WCA.6- 8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	WCA.6- 8.2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

FOCUS / COURSE

WCA.6-8. Grades 6-8 Writing Standards for Literacy in the Content Areas [WCA]

STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	WCA.6- 8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT /	WCA.6- 8.6.	Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

FOCUS / COURSE

WCA.6-8. Grades 6-8 Writing Standards for Literacy in the Content Areas [WCA]

STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	WCA.6- 8.8.	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STANDARD / CONCEPT /	WCA.6- 8.9.	Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)

FOCUS / COURSE

WCA.6-8. Grades 6-8 Writing Standards for Literacy in the Content Areas [WCA]

STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	WCA.6- 8.10.	Write routinely over extended time frames (time for 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.

FOCUS / COURSE

SLCA.6- Grades 6-8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]

STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SLCA.6- 8.2.	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

STANDARD / CONCEPT / SKILL	SLCA.6- 8.3.	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. For example, after an author of science books on endangered animal species visits their class to talk about her research and writing, students write reports on what she said, summarizing important points and arranging them in a logical order. (WCA.6–8.2, SLCA.6–8.3)
FOCUS / COURSE	RI.6.	Grade 6 Reading Standards for Informational Text [RI]
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RI.6.1.	Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 6 Writing Standard 8 for more on quoting and paraphrasing.)
STANDARD / CONCEPT / SKILL	RI.6.2.	Determine a text's central idea(s) and how particular details help convey the idea(s); provide a summary of a text distinct from personal opinions or judgments.
STANDARD / CONCEPT / SKILL	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).
FOCUS / COURSE	RI.6.	Grade 6 Reading Standards for Informational Text [RI]
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; explain how word choice affects meaning and tone. (See grade 6 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
FOCUS / COURSE	RI.6.	Grade 6 Reading Standards for Informational Text [RI]
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RI.6.10.	Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 6.
FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.6.1.	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.
INDICATOR	W.6.1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.6.2.	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

INDICATOR	W.6.2.a.	Introduce a topic; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.6.2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	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.)
FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.6.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR	W.6.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 6).
INDICATOR	W.6.5.b.	Demonstrate the ability to select accurate vocabulary (as described in Language Standards 4–6 up to and including grade 6).
FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.6.6.	Use technology, including current web-based communication platforms, 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.
FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.6.8.	When conducting research, 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.
FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]
STRAND		Range of Writing

STANDARD / CONCEPT / SKILL	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.
FOCUS / COURSE	L.6.	Grade 6 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 6 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
INDICATOR		Sentence Structure, Variety, and Meaning
EXPECTATION	L.6.1.b.	Explain the function of phrases and clauses in general, how phrases and clauses differ, and how their use conveys a particular meaning in a specific written or spoken sentence.
EXPECTATION	L.6.1.c.	Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
FOCUS / COURSE	L.6.	Grade 6 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.6.2.b.	Spell correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut).
FOCUS / COURSE	L.6.	Grade 6 Language Standards [L]
STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.6.3.a.	Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.
FOCUS / COURSE	L.6.	Grade 6 Language Standards [L]
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	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.
INDICATOR	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.
INDICATOR	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.

Massachusetts Curriculum Frameworks Language Arts

Grade 6 - Adopted: 2017

FOCUS	I
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STRAND

R.PK-12. College and Career Readiness Anchor Standards for Reading

FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	R.PK- 12.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	R.PK- 12.4.	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.
FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	R.PK- 12.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	R.PK- 12.10.	Independently and proficiently read and comprehend complex literary and informational texts.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.PK- 12.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STANDARD / CONCEPT / SKILL	W.PK- 12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing

Production and Distribution of Writing

STANDARD / CONCEPT / SKILL	W.PK- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	W.PK- 12.6.	Use technology to produce and publish writing and to interact and collaborate with others.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.PK- 12.8.	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.10.	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.
FOCUS / COURSE	SL.PK- 12.	College and Career Readiness Anchor Standards for Speaking and Listening
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.PK- 12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
CONCEPT/	12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and
CONCEPT / SKILL	12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
CONCEPT / SKILL FOCUS / COURSE	12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. College and Career Readiness Anchor Standards for Language
CONCEPT / SKILL FOCUS / COURSE STRAND STANDARD / CONCEPT /	12.2. L.PK-12. L.PK-	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. College and Career Readiness Anchor Standards for Language Conventions of Standard English
CONCEPT / SKILL FOCUS / COURSE STRAND STANDARD / CONCEPT / SKILL STANDARD / CONCEPT /	L.PK-12. L.PK-12.1. L.PK-12.1.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. College and Career Readiness Anchor Standards for Language Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CONCEPT / SKILL FOCUS / COURSE STRAND STANDARD / CONCEPT / SKILL STANDARD / CONCEPT / SKILL	L.PK-12. L.PK-12.1. L.PK-12.1.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. College and Career Readiness Anchor Standards for Language Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

STANDARD / CONCEPT / SKILL	L.PK- 12.6.	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.
FOCUS / COURSE	RCA-H.6- 8.	· Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RCA- H.6-8.1.	Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.)
FOCUS / COURSE	RCA-H.6- 8.	· Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RCA- H.6-8.4.	Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
FOCUS / COURSE	RCA-H.6- 8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RCA- H.6-8.10.	Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.
FOCUS / COURSE	RCA- ST.6-8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RCA- ST.6-8.1.	Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.)
STANDARD / CONCEPT / SKILL	RCA- ST.6-8.2.	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
FOCUS / COURSE	RCA- ST.6-8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RCA- ST.6-8.4.	Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
FOCUS / COURSE	RCA- ST.6-8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
STRAND		Range of Reading and Level of Text Complexity

STANDARD / CONCEPT / SKILL	RCA- ST.6- 8.10.	Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.
FOCUS / COURSE	WCA.6-8.	Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	WCA.6- 8.1.	Write arguments focused on discipline-specific content.
INDICATOR	WCA.6- 8.1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
FOCUS / COURSE	WCA.6-8.	Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	WCA.6- 8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
INDICATOR	WCA.6- 8.2.a.	Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	WCA.6- 8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	WCA.6- 8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	WCA.6- 8.2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
FOCUS / COURSE	WCA.6-8.	Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	WCA.6- 8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	WCA.6- 8.6.	Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
FOCUS / COURSE	WCA.6-8.	Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	WCA.6- 8.8.	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

STANDARD / CONCEPT / SKILL	WCA.6- 8.9.	Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
FOCUS / COURSE	WCA.6-8.	Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	WCA.6- 8.10.	Write routinely over extended time frames (time for 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.
FOCUS / COURSE	SLCA.6- 8.	Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SLCA.6- 8.2.	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
STANDARD / CONCEPT / SKILL	SLCA.6- 8.3.	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. For example, after an author of science books on endangered animal species visits their class to talk about her research and writing, students write reports on what she said, summarizing important points and arranging them in a logical order. (WCA.6–8.2, SLCA.6–8.3)
FOCUS /	RI.6.	Grade 6 Reading Standards for Informational Text [RI]
COURSE		
STRAND		Key Ideas and Details
	RI.6.1.	Key Ideas and Details Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 6 Writing Standard 8 for more on quoting and paraphrasing.)
STRAND STANDARD / CONCEPT /	RI.6.1.	Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text,
STRAND STANDARD / CONCEPT / SKILL STANDARD / CONCEPT /		Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 6 Writing Standard 8 for more on quoting and paraphrasing.) Determine a text's central idea(s) and how particular details help convey the idea(s); provide a summary of a text
STRAND STANDARD / CONCEPT / SKILL STANDARD / CONCEPT / SKILL STANDARD / CONCEPT /	RI.6.2.	Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 6 Writing Standard 8 for more on quoting and paraphrasing.) Determine a text's central idea(s) and how particular details help convey the idea(s); provide a summary of a text distinct from personal opinions or judgments. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through
STRAND STANDARD / CONCEPT / SKILL STANDARD / CONCEPT / SKILL STANDARD / CONCEPT / SKILL	RI.6.2. RI.6.3.	Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 6 Writing Standard 8 for more on quoting and paraphrasing.) Determine a text's central idea(s) and how particular details help convey the idea(s); provide a summary of a text distinct from personal opinions or judgments. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
STRAND STANDARD / CONCEPT / SKILL STANDARD / CONCEPT / SKILL STANDARD / CONCEPT / SKILL FOCUS / COURSE	RI.6.2. RI.6.3.	Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 6 Writing Standard 8 for more on quoting and paraphrasing.) Determine a text's central idea(s) and how particular details help convey the idea(s); provide a summary of a text distinct from personal opinions or judgments. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). Grade 6 Reading Standards for Informational Text [RI]
STRAND STANDARD / CONCEPT / SKILL STANDARD / CONCEPT / SKILL STANDARD / CONCEPT / SKILL FOCUS / COURSE STRAND STANDARD / CONCEPT /	RI.6.2. RI.6.3.	Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 6 Writing Standard 8 for more on quoting and paraphrasing.) Determine a text's central idea(s) and how particular details help convey the idea(s); provide a summary of a text distinct from personal opinions or judgments. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). Grade 6 Reading Standards for Informational Text [RI] Craft and Structure Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; explain how word choice affects meaning and tone. (See grade 6 Language Standards 4–6 on

STANDARD / CONCEPT / SKILL	RI.6.10.	Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 6.
FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.6.1.	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.
INDICATOR	W.6.1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.6.2.	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	W.6.2.a.	Introduce a topic; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.6.2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	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.)
FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]
STRAND		Production and Distribution of Writing
ST ANDARD / CONCEPT / SKILL	W.6.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR	W.6.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 6).
INDICATOR	W.6.5.b.	Demonstrate the ability to select accurate vocabulary (as described in Language Standards 4–6 up to and including grade 6).
FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]

STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.6.6.	Use technology, including current web-based communication platforms, 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.
FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.6.8.	When conducting research, 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.
FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	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.
FOCUS / COURSE	L.6.	Grade 6 Language Standards [L]
STRAND		Conventions of Standard English
ST ANDARD / CONCEPT / SKILL	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 6 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
INDICATOR		Sentence Structure, Variety, and Meaning
EXPECTATION	L.6.1.b.	Explain the function of phrases and clauses in general, how phrases and clauses differ, and how their use conveys a particular meaning in a specific written or spoken sentence.
EXPECTATION	L.6.1.c.	Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
FOCUS / COURSE	L.6.	Grade 6 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.6.2.b.	Spell correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut).
FOCUS / COURSE	L.6.	Grade 6 Language Standards [L]
STRAND		Knowledge of Language
ST ANDARD / CONCEPT / SKILL	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

INDICATOR	L.6.3.a.	Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.
FOCUS / COURSE	L.6.	Grade 6 Language Standards [L]
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	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.
INDICATOR	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.
INDICATOR	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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UNIT 5: WRITING FROM PICTURES Week 12 Page 107-114

Massachusetts Curriculum Frameworks Language Arts

Grade 6 - Adopted: 2017

FOCUS / **COURSE**

R.PK-12. College and Career Readiness Anchor Standards for Reading

STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	R.PK- 12.1.	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
STANDARD / CONCEPT / SKILL	R.PK- 12.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD / CONCEPT / SKILL	R.PK- 12.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

FOCUS / COURSE

R.PK-12. College and Career Readiness Anchor Standards for Reading

STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	R.PK- 12.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

FOCUS / COURSE

R.PK-12. College and Career Readiness Anchor Standards for Reading

STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	R.PK- 12.10.	Independently and proficiently read and comprehend complex literary and informational texts.

CONCEPT/

SKILL

12.2.

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.PK- 12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	W.PK- 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONCEPT / SKILL	W.PK- 12.6.	Use technology to produce and publish writing and to interact and collaborate with others.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.10.	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.
FOCUS / COURSE	SL.PK- 12.	College and Career Readiness Anchor Standards for Speaking and Listening
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.PK- 12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.PK- 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

FOCUS	I
COURS	E

L.PK-12. College and Career Readiness Anchor Standards for Language

STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.PK- 12.4.	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.
FOCUS / COURSE	WCA.6-8.	Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	WCA.6- 8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	WCA.6- 8.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STANDARD / CONCEPT / SKILL	WCA.6- 8.6.	Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
FOCUS / COURSE	WCA.6-8.	Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	WCA.6- 8.10.	Write routinely over extended time frames (time for 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.
FOCUS / COURSE	SLCA.6- 8.	Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SLCA.6- 8.2.	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
FOCUS / COURSE	RL.6.	Grade 6 Reading Standards for Literature [RL]
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RL.6.1.	Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 6 Writing Standard 8 for more on quoting and paraphrasing.)
STANDARD / CONCEPT / SKILL	RL.6.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of a text distinct from personal opinions or judgments.

STANDARD / CONCEPT / SKILL	RL.6.3.	Describe how the plot of a particular story, poem, or drama unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
FOCUS / COURSE	RL.6.	Grade 6 Reading Standards for Literature [RL]
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	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 specific word choices, including those that create repeated sounds and rhythms in poetry, on meaning, tone (i.e., author's attitude toward subject or audience), or mood (i.e., emotional atmosphere). (See grade 6 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
FOCUS / COURSE	RL.6.	Grade 6 Reading Standards for Literature [RL]
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RL.6.10.	Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 6.
FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]
STRAND		Text Types and Purposes
ST ANDARD / CONCEPT / SKILL	W.6.2.	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	W.6.2.a.	Introduce a topic; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.6.3.	Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.
INDICATOR	W.6.3.a.	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an appropriate narrative sequence.
INDICATOR	W.6.3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	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.)

FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.6.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR	W.6.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 6).
FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.6.6.	Use technology, including current web-based communication platforms, 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.
FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	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.
FOCUS / COURSE	L.6.	Grade 6 Language Standards [L]
	L.6.	Grade 6 Language Standards [L] Conventions of Standard English
COURSE	L.6.1.	
STRAND STANDARD / CONCEPT /		Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 6 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by
STRAND STANDARD / CONCEPT / SKILL		Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 6 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
STRAND STANDARD / CONCEPT / SKILL INDICATOR	L.6.1.	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 6 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.) Sentence Structure, Variety, and Meaning Explain the function of phrases and clauses in general, how phrases and clauses differ, and how their use conveys a
STRAND STANDARD / CONCEPT / SKILL INDICATOR EXPECTATION	L.6.1. L.6.1.b.	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 6 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.) Sentence Structure, Variety, and Meaning Explain the function of phrases and clauses in general, how phrases and clauses differ, and how their use conveys a particular meaning in a specific written or spoken sentence. Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and dangling
STRAND STANDARD / CONCEPT / SKILL INDICATOR EXPECTATION FOCUS /	L.6.1.b.	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 6 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.) Sentence Structure, Variety, and Meaning Explain the function of phrases and clauses in general, how phrases and clauses differ, and how their use conveys a particular meaning in a specific written or spoken sentence. Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
STRAND STANDARD / CONCEPT / SKILL INDICATOR EXPECTATION FOCUS / COURSE	L.6.1.b.	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 6 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.) Sentence Structure, Variety, and Meaning Explain the function of phrases and clauses in general, how phrases and clauses differ, and how their use conveys a particular meaning in a specific written or spoken sentence. Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. Grade 6 Language Standards [L]
STRAND STANDARD / CONCEPT / SKILL INDICATOR EXPECTATION FOCUS / COURSE STRAND STANDARD / CONCEPT /	L.6.1.b. L.6.1.c. L.6.1.c.	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 6 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.) Sentence Structure, Variety, and Meaning Explain the function of phrases and clauses in general, how phrases and clauses differ, and how their use conveys a particular meaning in a specific written or spoken sentence. Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. Grade 6 Language Standards [L] Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and

STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.6.3.b.	Recognize variations from standard or formal English in writing and speaking, determine their appropriateness for the intended purpose and audience, and make changes as necessary.
FOCUS / COURSE	L.6.	Grade 6 Language Standards [L]
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	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.
INDICATOR	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.
INDICATOR	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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UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 13 Page 115-126

Massachusetts Curriculum Frameworks Language Arts

Grade 6 - Adopted: 2017

FOCUS / COURSE

R.PK-12. College and Career Readiness Anchor Standards for Reading

STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	R.PK- 12.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

FOCUS / COURSE

R.PK-12. College and Career Readiness Anchor Standards for Reading

STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	R.PK- 12.4.	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.
STANDARD / CONCEPT / SKILL	R.PK- 12.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.

FOCUS / COURSE

R.PK-12. College and Career Readiness Anchor Standards for Reading

STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	R.PK- 12.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

STANDARD / CONCEPT / SKILL	R.PK- 12.9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	R.PK- 12.10.	Independently and proficiently read and comprehend complex literary and informational texts.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.PK- 12.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STANDARD / CONCEPT / SKILL	W.PK- 12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and wel structured sequences.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	W.PK- 12.6.	Use technology to produce and publish writing and to interact and collaborate with others.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Research to Build and Present Knowledge
STRAND STANDARD / CONCEPT / SKILL	W.PK- 12.8.	
STANDARD / CONCEPT /	12.8.	When conducting research, gather relevant information from multiple print and digital sources, assess the credibilit
STANDARD / CONCEPT / SKILL FOCUS /	12.8.	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

FOCUS / COURSE	SL.PK- 12.	College and Career Readiness Anchor Standards for Speaking and Listening
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.PK- 12.1.	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.
STANDARD / CONCEPT / SKILL	SL.PK- 12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.PK- 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / CONCEPT / SKILL	L.PK- 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	L.PK- 12.3.	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.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.PK- 12.4.	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.
STANDARD / CONCEPT / SKILL	L.PK- 12.6.	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.
FOCUS / COURSE	RCA-H.6- 8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
STRAND		Key Ideas and Details
STANDARD / CONCEPT /	RCA- H.6-8.1.	Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.)

SKILL

STANDARD / CONCEPT / SKILL	RCA- H.6-8.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
FOCUS / COURSE	RCA-H.6- 8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RCA- H.6-8.4.	Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
STANDARD / CONCEPT / SKILL	RCA- H.6-8.5.	Describe how a text presents information (e.g., sequentially, comparatively, causally), including how written texts incorporate features such as headings.
FOCUS / COURSE	RCA-H.6- 8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RCA- H.6-8.10.	Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.
FOCUS / COURSE	RCA- ST.6-8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RCA- ST.6-8.1.	Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.)
STANDARD / CONCEPT / SKILL	RCA- ST.6-8.2.	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
FOCUS / COURSE	RCA- ST.6-8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RCA- ST.6-8.4.	Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
SIGLE		
STANDARD / CONCEPT / SKILL	RCA- ST.6-8.5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
STANDARD / CONCEPT /		Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic. Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]

STANDARD / CONCEPT / SKILL	RCA- ST.6- 8.10.	Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.
FOCUS / COURSE	WCA.6-8.	Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	WCA.6- 8.1.	Write arguments focused on discipline-specific content.
INDICATOR	WCA.6- 8.1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
FOCUS / COURSE	WCA.6-8.	Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	WCA.6- 8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
INDICATOR	WCA.6- 8.2.a.	Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	WCA.6- 8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	WCA.6- 8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	WCA.6- 8.2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
FOCUS / COURSE	WCA.6-8.	Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	WCA.6- 8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	WCA.6- 8.6.	Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
FOCUS / COURSE	WCA.6-8.	Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	WCA.6- 8.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

STANDARD / CONCEPT / SKILL	WCA.6- 8.8.	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STANDARD / CONCEPT / SKILL	WCA.6- 8.9.	Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
FOCUS / COURSE	WCA.6-8.	Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	WCA.6- 8.10.	Write routinely over extended time frames (time for 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.
FOCUS / COURSE	SLCA.6-8	Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SLCA.6- 8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SLCA.6- 8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
INDICATOR	SLCA.6- 8.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
FOCUS / COURSE	SLCA.6- 8.	Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SLCA.6- 8.2.	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
STANDARD / CONCEPT / SKILL	SLCA.6- 8.3.	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. For example, after an author of science books on endangered animal species visits their class to talk about her research and writing, students write reports on what she said, summarizing important points and arranging them in a logical order. (WCA.6–8.2, SLCA.6–8.3)
FOCUS / COURSE	RI.6.	Grade 6 Reading Standards for Informational Text [RI]
STRAND		Key Ideas and Details

Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text,

quoting or paraphrasing as appropriate. (See grade 6 Writing Standard 8 for more on quoting and paraphrasing.)

STANDARD /

CONCEPT/

SKILL

RI.6.1.

STANDARD / CONCEPT / SKILL	RI.6.2.	Determine a text's central idea(s) and how particular details help convey the idea(s); provide a summary of a text distinct from personal opinions or judgments.
STANDARD / CONCEPT / SKILL	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).
FOCUS / COURSE	RI.6.	Grade 6 Reading Standards for Informational Text [RI]
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; explain how word choice affects meaning and tone. (See grade 6 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
STANDARD / CONCEPT / SKILL	RI.6.5.	Analyze how a particular sentence, paragraph, chapter, section, or text feature (e.g., heading) fits into the overall structure of a text and contributes to the development of the ideas.
FOCUS / COURSE	RI.6.	Grade 6 Reading Standards for Informational Text [RI]
STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	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).
FOCUS / COURSE	RI.6.	Grade 6 Reading Standards for Informational Text [RI]
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RI.6.10.	Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 6.
FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.6.1.	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.
INDICATOR	W.6.1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]
STRAND		Text Types and Purposes
STANDARD / CONCEPT /	W.6.2.	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and

INDICATOR	W.6.2.a.	Introduce a topic; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.6.2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	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.)
FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.6.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR	W.6.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 6).
INDICATOR	W.6.5.b.	Demonstrate the ability to select accurate vocabulary (as described in Language Standards 4–6 up to and including grade 6).
FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.6.6.	Use technology, including current web-based communication platforms, 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.
FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.6.7.	Conduct short as well as more sustained research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
STANDARD / CONCEPT / SKILL	W.6.8.	When conducting research, 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.

STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	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.
FOCUS / COURSE	SL.6.	Grade 6 Speaking and Listening Standards [SL]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	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.
INDICATOR	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. (See grade 6 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
INDICATOR	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
INDICATOR	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.
FOCUS / COURSE	L.6.	Grade 6 Language Standards [L]
STRAND		Conventions of Standard English
ST ANDARD / CONCEPT / SKILL	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 6 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
CONCEPT /	L.6.1.	speaking; retain and further develop language skills learned in previous grades. (See grade 6 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by
CONCEPT / SKILL	L.6.1.b.	speaking; retain and further develop language skills learned in previous grades. (See grade 6 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
CONCEPT / SKILL INDICATOR		speaking; retain and further develop language skills learned in previous grades. (See grade 6 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.) Sentence Structure, Variety, and Meaning Explain the function of phrases and clauses in general, how phrases and clauses differ, and how their use conveys a
INDICATOR EXPECTATION	L.6.1.b.	speaking; retain and further develop language skills learned in previous grades. (See grade 6 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.) Sentence Structure, Variety, and Meaning Explain the function of phrases and clauses in general, how phrases and clauses differ, and how their use conveys a particular meaning in a specific written or spoken sentence. Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and dangling
INDICATOR EXPECTATION EXPECTATION	L.6.1.b.	speaking; retain and further develop language skills learned in previous grades. (See grade 6 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.) Sentence Structure, Variety, and Meaning Explain the function of phrases and clauses in general, how phrases and clauses differ, and how their use conveys a particular meaning in a specific written or spoken sentence. Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
INDICATOR EXPECTATION FOCUS / COURSE	L.6.1.b.	speaking; retain and further develop language skills learned in previous grades. (See grade 6 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.) Sentence Structure, Variety, and Meaning Explain the function of phrases and clauses in general, how phrases and clauses differ, and how their use conveys a particular meaning in a specific written or spoken sentence. Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. Grade 6 Language Standards [L]
CONCEPT / SKILL INDICATOR EXPECTATION EXPECTATION FOCUS / COURSE STRAND STANDARD / CONCEPT /	L.6.1.b. L.6.1.c.	speaking; retain and further develop language skills learned in previous grades. (See grade 6 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.) Sentence Structure, Variety, and Meaning Explain the function of phrases and clauses in general, how phrases and clauses differ, and how their use conveys a particular meaning in a specific written or spoken sentence. Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. Grade 6 Language Standards [L] Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and
CONCEPT / SKILL INDICATOR EXPECTATION EXPECTATION FOCUS / COURSE STRAND STANDARD / CONCEPT / SKILL	L.6.1.b. L.6.1.c. L.6.2.	speaking; retain and further develop language skills learned in previous grades. (See grade 6 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.) Sentence Structure, Variety, and Meaning Explain the function of phrases and clauses in general, how phrases and clauses differ, and how their use conveys a particular meaning in a specific written or spoken sentence. Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. Grade 6 Language Standards [L] Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONCEPT / SKILL INDICATOR EXPECTATION EXPECTATION FOCUS / COURSE STRAND STANDARD / CONCEPT / SKILL INDICATOR FOCUS /	L.6.1.b. L.6.1.c. L.6.2.	speaking; retain and further develop language skills learned in previous grades. (See grade 6 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.) Sentence Structure, Variety, and Meaning Explain the function of phrases and clauses in general, how phrases and clauses differ, and how their use conveys a particular meaning in a specific written or spoken sentence. Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. Grade 6 Language Standards [L] Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut).
CONCEPT / SKILL INDICATOR EXPECTATION EXPECTATION FOCUS / COURSE STRAND STANDARD / CONCEPT / SKILL INDICATOR FOCUS / COURSE	L.6.1.b. L.6.1.c. L.6.2.	speaking; retain and further develop language skills learned in previous grades. (See grade 6 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.) Sentence Structure, Variety, and Meaning Explain the function of phrases and clauses in general, how phrases and clauses differ, and how their use conveys a particular meaning in a specific written or spoken sentence. Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. Grade 6 Language Standards [L] Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut). Grade 6 Language Standards [L]

INDICATOR	L.6.3.a.	Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.
FOCUS / COURSE	L.6.	Grade 6 Language Standards [L]
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	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.
INDICATOR	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.
INDICATOR	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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Massachusetts Curriculum Frameworks Language Arts

Grade 6 - Adopted: 2017

FOCUS / COURSE

R.PK-12. College and Career Readiness Anchor Standards for Reading

STRAND		Key Ideas and Details
STANDARD / CONCEPT /	R.PK- 12.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

FOCUS / **COURSE**

R.PK-12. College and Career Readiness Anchor Standards for Reading

STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	R.PK- 12.4.	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.
STANDARD / CONCEPT / SKILL	R.PK- 12.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.

FOCUS / COURSE

R.PK-12. College and Career Readiness Anchor Standards for Reading

STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	R.PK- 12.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
STANDARD / CONCEPT / SKILL	R.PK- 12.9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	R.PK- 12.10.	Independently and proficiently read and comprehend complex literary and informational texts.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.PK- 12.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STANDARD / CONCEPT / SKILL	W.PK- 12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	W.PK- 12.6.	Use technology to produce and publish writing and to interact and collaborate with others.
EOCUS /	W DK-12	College and Career Readiness Anchor Standards for Writing

FOCUS / COURSE

W.PK-12. College and Career Readiness Anchor Standards for Writing

STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.PK- 12.8.	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

FOCUS / COURSE

W.PK-12. College and Career Readiness Anchor Standards for Writing

STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.10.	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.
FOCUS / COURSE	SL.PK- 12.	College and Career Readiness Anchor Standards for Speaking and Listening
STRAND		Comprehension and Collaboration

STANDARD / CONCEPT / SKILL	SL.PK- 12.1.	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.
STANDARD / CONCEPT / SKILL	SL.PK- 12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Conventions of Standard English
STANDARD / CONCEPT /	L.PK- 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

STANDARD / CONCEPT/

SKILL

SKILL

L.PK-12.2.

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

FOCUS / COURSE

L.PK-12. College and Career Readiness Anchor Standards for Language

STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	L.PK- 12.3.	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.

FOCUS / COURSE

L.PK-12. College and Career Readiness Anchor Standards for Language

STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.PK- 12.4.	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.
STANDARD / CONCEPT / SKILL	L.PK- 12.6.	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.

FOCUS / RCA-H.6- Grades 6-8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H] **COURSE**

STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RCA- H.6-8.1.	Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.)
STANDARD / CONCEPT / SKILL	RCA- H.6-8.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

RCA-H.6- Grades 6-8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H] FOCUS / **COURSE**

STRAND		Craft and Structure
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RCA- H.6-8.4.	Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
STANDARD / CONCEPT / SKILL	RCA- H.6-8.5.	Describe how a text presents information (e.g., sequentially, comparatively, causally), including how written texts incorporate features such as headings.
FOCUS / COURSE	RCA-H.6- 8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RCA- H.6-8.10.	Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.
FOCUS / COURSE	RCA- ST.6-8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RCA- ST.6-8.1.	Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.)
STANDARD / CONCEPT / SKILL	RCA- ST.6-8.2.	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
FOCUS / COURSE	RCA- ST.6-8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RCA- ST.6-8.4.	Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
STANDARD / CONCEPT / SKILL	RCA- ST.6-8.5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
FOCUS / COURSE	RCA- ST.6-8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RCA- ST.6- 8.10.	Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.
FOCUS / COURSE	WCA.6-8.	Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Text Types and Purposes

STANDARD / CONCEPT / SKILL	WCA.6- 8.1.	Write arguments focused on discipline-specific content.
INDICATOR	WCA.6- 8.1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

FOCUS / COURSE

WCA.6-8. Grades 6-8 Writing Standards for Literacy in the Content Areas [WCA]

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	WCA.6- 8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
INDICATOR	WCA.6- 8.2.a.	Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	WCA.6- 8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	WCA.6- 8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	WCA.6- 8.2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

FOCUS / COURSE

WCA.6-8. Grades 6-8 Writing Standards for Literacy in the Content Areas [WCA]

STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	WCA.6- 8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	WCA.6- 8.6.	Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

FOCUS / COURSE

WCA.6-8. Grades 6-8 Writing Standards for Literacy in the Content Areas [WCA]

STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	WCA.6- 8.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
STANDARD / CONCEPT / SKILL	WCA.6- 8.8.	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STANDARD / CONCEPT / SKILL	WCA.6- 8.9.	Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)

STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	WCA.6- 8.10.	Write routinely over extended time frames (time for 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.
FOCUS / COURSE	SLCA.6-8	Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SLCA.6- 8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SLCA.6- 8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
INDICATOR	SLCA.6- 8.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
FOCUS / COURSE	SLCA.6- 8.	Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SLCA.6- 8.2.	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
STANDARD / CONCEPT / SKILL	SLCA.6- 8.3.	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. For example, after an author of science books on endangered animal species visits their class to talk about her research and writing, students write reports on what she said, summarizing important points and arranging them in a logical order. (WCA.6–8.2, SLCA.6–8.3)
FOCUS / COURSE	RI.6.	Grade 6 Reading Standards for Informational Text [RI]
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RI.6.1.	Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 6 Writing Standard 8 for more on quoting and paraphrasing.)
STANDARD / CONCEPT / SKILL	RI.6.2.	Determine a text's central idea(s) and how particular details help convey the idea(s); provide a summary of a text distinct from personal opinions or judgments.
STANDARD / CONCEPT / SKILL	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).
FOCUS / COURSE	RI.6.	Grade 6 Reading Standards for Informational Text [RI]

STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; explain how word choice affects meaning and tone. (See grade 6 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
STANDARD / CONCEPT / SKILL	RI.6.5.	Analyze how a particular sentence, paragraph, chapter, section, or text feature (e.g., heading) fits into the overall structure of a text and contributes to the development of the ideas.
FOCUS / COURSE	RI.6.	Grade 6 Reading Standards for Informational Text [RI]
STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	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).
FOCUS / COURSE	RI.6.	Grade 6 Reading Standards for Informational Text [RI]
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RI.6.10.	Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 6.
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FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]
	W.6.	Text Types and Purposes
COURSE	W.6.1.	
STRAND STANDARD / CONCEPT /		Text Types and Purposes Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear
STRAND STANDARD / CONCEPT / SKILL	W.6.1.	Text Types and Purposes Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.
STRAND STANDARD / CONCEPT / SKILL INDICATOR FOCUS /	W.6.1. W.6.1.d.	Text Types and Purposes Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
STRAND STANDARD / CONCEPT / SKILL INDICATOR FOCUS / COURSE	W.6.1. W.6.1.d.	Text Types and Purposes Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). Grade 6 Writing Standards [W]
STRAND STANDARD / CONCEPT / SKILL INDICATOR FOCUS / COURSE STRAND STANDARD / CONCEPT /	W.6.1. W.6.1.d. W.6.	Text Types and Purposes Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). Grade 6 Writing Standards [W] Text Types and Purposes Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and
STRAND STANDARD / CONCEPT / SKILL INDICATOR FOCUS / COURSE STRAND STANDARD / CONCEPT / SKILL	W.6.1. W.6.1.d. W.6.	Text Types and Purposes Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). Grade 6 Writing Standards [W] Text Types and Purposes Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Introduce a topic; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g.,
STRAND STANDARD / CONCEPT / SKILL INDICATOR FOCUS / COURSE STRAND STANDARD / CONCEPT / SKILL INDICATOR	W.6.1. W.6.1.d. W.6.2.	Text Types and Purposes Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). Grade 6 Writing Standards [W] Text Types and Purposes Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Introduce a topic; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	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.)
FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.6.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR	W.6.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 6).
INDICATOR	W.6.5.b.	Demonstrate the ability to select accurate vocabulary (as described in Language Standards 4–6 up to and including grade 6).
FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.6.6.	Use technology, including current web-based communication platforms, 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.
FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.6.7.	Conduct short as well as more sustained research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
STANDARD / CONCEPT / SKILL	W.6.8.	When conducting research, 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.
FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	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.
FOCUS / COURSE	SL.6.	Grade 6 Speaking and Listening Standards [SL]
STRAND		Comprehension and Collaboration

STANDARD / CONCEPT / SKILL	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.
INDICATOR	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. (See grade 6 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
INDICATOR	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
INDICATOR	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.
FOCUS / COURSE	L.6.	Grade 6 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 6 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
INDICATOR		Sentence Structure, Variety, and Meaning
EXPECTATION	L.6.1.b.	Explain the function of phrases and clauses in general, how phrases and clauses differ, and how their use conveys a particular meaning in a specific written or spoken sentence.
EXPECTATION	L.6.1.c.	Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
FOCUS / COURSE	L.6.	Grade 6 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.6.2.b.	Spell correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut).
FOCUS / COURSE	L.6.	Grade 6 Language Standards [L]
STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
OKILL		II.
INDICATOR	L.6.3.a.	Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.
	L.6.3.a.	
INDICATOR FOCUS /		interest.

INDICATOR	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.
INDICATOR	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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Massachusetts Curriculum Frameworks Language Arts

Grade 6 - Adopted: 2017

FOCUS / COURSE

R.PK-12. College and Career Readiness Anchor Standards for Reading

STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	R.PK- 12.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

FOCUS / COURSE

R.PK-12. College and Career Readiness Anchor Standards for Reading

STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	R.PK- 12.4.	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.
STANDARD / CONCEPT / SKILL	R.PK- 12.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.

FOCUS / COURSE

R.PK-12. College and Career Readiness Anchor Standards for Reading

STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	R.PK- 12.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
STANDARD / CONCEPT / SKILL	R.PK- 12.9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

FOCUS / COURSE

$\hbox{R.PK-12. College and Career Readiness Anchor Standards for Reading}\\$

STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT /	R.PK- 12.10.	Independently and proficiently read and comprehend complex literary and informational texts.
SKILL		

FOCUS / COURSE

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.PK- 12.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STANDARD / CONCEPT / SKILL	W.PK- 12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	W.PK- 12.6.	Use technology to produce and publish writing and to interact and collaborate with others.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.PK- 12.8.	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.10.	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.
FOCUS / COURSE	SL.PK- 12.	College and Career Readiness Anchor Standards for Speaking and Listening
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.PK- 12.1.	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.
STANDARD / CONCEPT / SKILL	SL.PK- 12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language

STRAND

Conventions of Standard English

STANDARD / CONCEPT / SKILL	L.PK- 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / CONCEPT / SKILL	L.PK- 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.PK-12. College and Career Readiness Anchor Standards for Language

STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	L.PK- 12.3.	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.

FOCUS / COURSE

L.PK-12. College and Career Readiness Anchor Standards for Language

STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.PK- 12.4.	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.
STANDARD / CONCEPT / SKILL	L.PK- 12.6.	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.

FOCUS / COURSE

RCA-H.6- Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H] 8.

STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RCA- H.6-8.1.	Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.)
STANDARD / CONCEPT / SKILL	RCA- H.6-8.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

FOCUS / COURSE

RCA-H.6- Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H] 8.

STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RCA- H.6-8.4.	Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
STANDARD / CONCEPT / SKILL	RCA- H.6-8.5.	Describe how a text presents information (e.g., sequentially, comparatively, causally), including how written texts incorporate features such as headings.

FOCUS / COURSE

RCA-H.6- Grades 6-8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H] 8.

STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RCA- H.6-8.10.	Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.
FOCUS / COURSE	RCA- ST.6-8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RCA- ST.6-8.1.	Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.)
STANDARD / CONCEPT / SKILL	RCA- ST.6-8.2.	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
FOCUS / COURSE	RCA- ST.6-8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RCA- ST.6-8.4.	Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
STANDARD / CONCEPT / SKILL	RCA- ST.6-8.5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
FOCUS / COURSE	RCA- ST.6-8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RCA- ST.6- 8.10.	Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.
FOCUS / COURSE	WCA.6-8.	Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	WCA.6- 8.1.	Write arguments focused on discipline-specific content.
INDICATOR	WCA.6- 8.1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
FOCUS / COURSE	WCA.6-8.	Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Text Types and Purposes

STANDARD / CONCEPT / SKILL	WCA.6- 8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
INDICATOR	WCA.6- 8.2.a.	Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	WCA.6- 8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	WCA.6- 8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	WCA.6- 8.2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

WCA.6-8. Grades 6-8 Writing Standards for Literacy in the Content Areas [WCA]

STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	WCA.6- 8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT /	WCA.6- 8.6.	Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

FOCUS / COURSE

WCA.6-8. Grades 6-8 Writing Standards for Literacy in the Content Areas [WCA]

STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	WCA.6- 8.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
STANDARD / CONCEPT / SKILL	WCA.6- 8.8.	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STANDARD / CONCEPT / SKILL	WCA.6- 8.9.	Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)

FOCUS / COURSE

WCA.6-8. Grades 6-8 Writing Standards for Literacy in the Content Areas [WCA]

STRAND		Range of Writing
STANDARD / CONCEPT /	WCA.6- 8.10.	Write routinely over extended time frames (time for 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.

FOCUS / COURSE

STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SLCA.6- 8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SLCA.6- 8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
INDICATOR	SLCA.6- 8.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
FOCUS / COURSE	SLCA.6- 8.	Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SLCA.6- 8.2.	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
STANDARD / CONCEPT / SKILL	SLCA.6- 8.3.	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. For example, after an author of science books on endangered animal species visits their class to talk about her research and writing, students write reports on what she said, summarizing important points and arranging them in a logical order. (WCA.6–8.2, SLCA.6–8.3)
FOCUS / COURSE	RI.6.	Grade 6 Reading Standards for Informational Text [RI]
	RI.6.	Grade 6 Reading Standards for Informational Text [RI] Key Ideas and Details
COURSE	RI.6.	
STRAND STANDARD / CONCEPT /		Key Ideas and Details Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text,
STRAND STANDARD / CONCEPT / SKILL STANDARD / CONCEPT /	RI.6.1.	Key Ideas and Details Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 6 Writing Standard 8 for more on quoting and paraphrasing.) Determine a text's central idea(s) and how particular details help convey the idea(s); provide a summary of a text
STRAND STANDARD / CONCEPT / SKILL STANDARD / CONCEPT / SKILL STANDARD / CONCEPT /	RI.6.1.	Key Ideas and Details Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 6 Writing Standard 8 for more on quoting and paraphrasing.) Determine a text's central idea(s) and how particular details help convey the idea(s); provide a summary of a text distinct from personal opinions or judgments. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through
STRAND STANDARD / CONCEPT / SKILL STANDARD / CONCEPT / SKILL STANDARD / CONCEPT / SKILL STANDARD / CONCEPT / SKILL	RI.6.1. RI.6.2.	Key Ideas and Details Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 6 Writing Standard 8 for more on quoting and paraphrasing.) Determine a text's central idea(s) and how particular details help convey the idea(s); provide a summary of a text distinct from personal opinions or judgments. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

STANDARD / CONCEPT / SKILL	RI.6.5.	Analyze how a particular sentence, paragraph, chapter, section, or text feature (e.g., heading) fits into the overall structure of a text and contributes to the development of the ideas.
FOCUS / COURSE	RI.6.	Grade 6 Reading Standards for Informational Text [RI]
STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	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).
FOCUS / COURSE	RI.6.	Grade 6 Reading Standards for Informational Text [RI]
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RI.6.10.	Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 6.
FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]
STRAND		Text Types and Purposes
ST ANDARD / CONCEPT / SKILL	W.6.1.	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.
INDICATOR	W.6.1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.6.2.	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	W.6.2.a.	Introduce a topic; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.6.2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]
STRAND		Production and Distribution of Writing

STANDARD / CONCEPT / SKILL	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.)
FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.6.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR	W.6.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 6).
INDICATOR	W.6.5.b.	Demonstrate the ability to select accurate vocabulary (as described in Language Standards 4–6 up to and including grade 6).
FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.6.6.	Use technology, including current web-based communication platforms, 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.
FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.6.7.	Conduct short as well as more sustained research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
STANDARD / CONCEPT / SKILL	W.6.8.	When conducting research, 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.
FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	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.
FOCUS / COURSE	SL.6.	Grade 6 Speaking and Listening Standards [SL]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	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.

referring to evidence on the topic, text or issue to probe and reflect on ideas under discussion. (See grade 5 Reading Learnate Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding 1 use of textual evidence.) INDICATOR SL.5.1.b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual rules as needed in the control of			
INDICATOR SL.5.1.c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the text, or issue under discussion. FOCUS! COURSE STRAND Conventions of Standard English STANDARD! CONCEPT! STRAND Conventions of Standard English STANDARD! CONCEPT! STRAND STANDARD! L6.1. Demonstrate command of the conventions of standard English grammar and usage when writing speaking: retain and further develop language skills learned in previous grades. (See grade 6 With Standard 5 and speaking and Literating Standard 6 on strengthening writing and presentations be applying knowledge of conventions.) INDICATOR EXPECTATION L6.1.b. Explain the function of phrases and clauses in general, how phrases and clauses differ, and how their use comparison of particular meaning in a specific writing or spoken sentence. EXPECTATION L6.1.c. Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and danglin modifies. FOCUS! COURSE STRAND Conventions of Standard English STANDARD! CONCEPT! SKILL NDICATOR L6.2. Grade 6 Language Standards [L] Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. FOCUS! L6. Grade 6 Language Standards [L] STRAND Knowledge of Language STANDARD! CONCEPT! KNILL INDICATOR L6.3. Maintain appropriate consistency in syle and tone while varying sentence patterns for meaning and audience interest. INDICATOR L6.4. Maintain appropriate consistency in syle and tone while varying sentence patterns for meaning and audience interest. STRAND Vocabulary Acquisition and Use STANDARD! CONCEPT! SKILL INDICATOR L6.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 6 reading and content, choosing flexibly from a range of strategies.	INDICATOR	SL.6.1.a.	Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the
EXECUS! COURSE L6. Grade 6 Language Standards [L] Conventions of Standard English STANDARD! CONCEPT! SKILL Speaking: retain and further develop language skills learned in previous grades. (See grade 6 Will Standard S and Speaking and Listening Standard S on strengthening writing and presentations b applying knowledge of conventions.) INDICATOR Sentence Structure, Variety, and Meaning EXPECTATION L6.1b. Explain the function of phrases and clauses in general, how phrases and clauses differ, and how their use comparticular meaning in a specific written or spoken sentence. EXPECTATION L6.1c. Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and danglin modifiers. FOCUS! COURSE L6. Grade 6 Language Standards [L] Conventions of Standard English STANDARD! CONCEPT! SKILL L6.2b. Spell correctly, recognizing that some words have commonly accepted variations (e.g., donutrdoughnut). FOCUS! L6.3c. Grade 6 Language Standards [L] Knowledge of Language STANDARD! CONCEPT! SKILL L6.3c. Use knowledge of language and its conventions when writing, speaking, reading, or listening. CONCEPT! SKILL NDICATOR L6.3a. Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest. FOCUS! COURSE STRAND Vocabulary Acquisition and Use STANDARD! COURSE STRAND Vocabulary Acquisition and Use STANDARD! L6.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on a Grade of Concept? FOCUS L6.4a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) INDICATOR L6.4a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence)	INDICATOR	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
STRAND Conventions of Standard English STANDARD / CONCEPT / SKILL STANDARD / CONCEPT / SKILL Semonstrate command of the conventions of standard English grammar and usage when writing applying knowledge of conventions.) INDICATOR Sentence Structure, Variety, and Meaning EXPECTATION L8.1b. Explain the function of phrases and clauses in general, how phrases and clauses differ, and how their use comparticular meaning in a specific written or spoken sentence. EXPECTATION L8.1c. Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and danglin modifiers. FOCUS / COURSE STRAND Conventions of Standard English STANDARD / Concept / Skill INDICATOR L6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. STRAND Conventions of Standard English STANDARD / CONCEPT / Skill INDICATOR L6.2b. Spell correctly, recognizing that some words have commonly accepted variations (e.g., donutrdoughnut). FOCUS / COURSE STRAND Knowledge of Language STANDARD / CONCEPT / Skill INDICATOR L6.3. Maintain appropriate consistency in syle and tone while varying sentence patterns for meaning and audience interest. INDICATOR L6.3. Grade 6 Language Standards [L] STRAND Vocabulary Acquisition and Use STANDARD / Vocabulary Acquisition and Use STANDARD / CONCEPT / Skill STANDARD / CONCEPT / Skill L6.4. Determine or clarity the meaning of unknown and multiple-meaning words and phrases based on its reading and content, choosing floxibly from a range of strategies. INDICATOR L6.4. Use context (e.g., the overall meaning of a senience or paragraph; a word's position or function in a senience)	INDICATOR	SL.6.1.c.	
STANDARD / CONCEPT / SKILL STANDARD / CONCEPT / SKILL SETANDARD / CONCEPT / SKILL STANDARD / CONCEPT / SKILL NDICATOR L6.3. Maintain appropriate consistency in syle and tone while varying sentence patterns for meaning and audience interest. FOCUS / CONCEPT / SKILL NDICATOR L6.4. Grade 6 Language Standards [L] Vocabulary Acquisition and Use STANDARD / CONCEPT / SKILL STANDARD /		L.6.	Grade 6 Language Standards [L]
SPARIAND L6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. STRAND L6.2. Spell correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut). STRAND COURSE STRAND Knowledge of Language STRAND Knowledge of Language STRAND Conventions Convertions Spell correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut). STRAND Course Knowledge of Language STRAND Knowledge of Language STRAND Knowledge of Language STRAND Course Course Course L6.3. Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest. FOCUS / COURSE L6. Grade 6 Language Standards [L] STRAND Knowledge of Language STRAND Knowledge of Language STRAND Knowledge of Language STRAND L6.3. Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest. FOCUS / COURSE L6. Grade 6 Language Standards [L] NDICATOR L6.3. Was throwledge of language and its conventions when writing, speaking, reading, or listening. FOCUS / COURSE STRAND Vocabulary Acquisition and Use STANDARD / COURSE STRAND Vocabulary Acquisition and Use STANDARD / COURSE STANDA	STRAND		Conventions of Standard English
EXPECTATION L.6.1.b. Explain the function of phrases and clauses in general, how phrases and clauses differ, and how their use comparticular meaning in a specific written or spoken sentence. EXPECTATION L.6.1.c. Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and danglin modifiers. FOCUS / COURSE STRAND Conventions of Standard English STANDARD / CONCEPT / SKILL INDICATOR L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. STRAND Spell correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut). FOCUS / COURSE STRAND Knowledge of Language STANDARD / CONCEPT / SKILL INDICATOR L.6.3. Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest. FOCUS / COURSE STRAND Vocabulary Acquisition and Use STANDARD / CONCEPT / SKILL STANDARD / CONCEPT / SKILL L.6.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on the freeding and content, choosing flexibly from a range of strategies. INDICATOR L.6.4. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence)	CONCEPT /	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 6 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
EXPECTATION L.6.1.c. Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and danglin modifiers. FOCUS / COURSE L.6. Grade 6 Language Standards [L] Conventions of Standard English STANDARD / CONCEPT / SKILL INDICATOR L.6.2. Spell correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut). FOCUS / COURSE STRAND Knowledge of Language STANDARD / CONCEPT / SKILL INDICATOR L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. STANDARD / CONCEPT / SKILL INDICATOR L.6.4. Grade 6 Language Standards [L] STRAND Vocabulary Acquisition and Use STRAND STANDARD / CONCEPT / SKILL STRAND Vocabulary Acquisition and Use STANDARD / CONCEPT / SKILL STRAND Vocabulary Acquisition and Use STANDARD / CONCEPT / SKILL STRAND L.6.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on the foreign and content, choosing flexibly from a range of strategies. INDICATOR L.6.4. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence)	INDICATOR		Sentence Structure, Variety, and Meaning
TRAND Conventions of Standard English STANDARD / CONCEPT / SKILL NDICATOR L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. NDICATOR L.6.2. Spell correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut). FOCUS / COURSE STRAND Knowledge of Language STANDARD / CONCEPT / SKILL NDICATOR L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. STANDARD / CONCEPT / SKILL NDICATOR L.6.3. Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest. FOCUS / COURSE STRAND Vocabulary Acquisition and Use STANDARD / CONCEPT / SKILL STRAND L.6.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on a concept / SKILL INDICATOR L.6.4. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence)	EXPECTATION	L.6.1.b.	Explain the function of phrases and clauses in general, how phrases and clauses differ, and how their use conveys a particular meaning in a specific written or spoken sentence.
STRAND Conventions of Standard English STANDARD / CONCEPT / SKILL INDICATOR L6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. INDICATOR L6.2. Spell correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut). FOCUS / COURSE STRAND Knowledge of Language STANDARD / CONCEPT / SKILL INDICATOR L6.3. Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest. FOCUS / COURSE STRAND Vocabulary Acquisition and Use STANDARD / CONCEPT / SKILL STRAND Vocabulary Acquisition and Use STANDARD / CONCEPT / SKILL L6.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on a feeding and content, choosing flexibly from a range of strategies. INDICATOR L6.4. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence)	EXPECTATION	L.6.1.c.	Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
STANDARD / CONCEPT / SKILL INDICATOR L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. INDICATOR L.6.2.b. Spell correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut). FOCUS / COURSE STRAND Knowledge of Language STANDARD / CONCEPT / SKILL INDICATOR L.6.3. Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest. FOCUS / COURSE STRAND Vocabulary Acquisition and Use STANDARD / CONCEPT / SKILL STRAND Vocabulary Acquisition and Use STANDARD / CONCEPT / SKILL STRAND L.6.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on a feeding and content, choosing flexibly from a range of strategies. INDICATOR L.6.4. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence)		L.6.	Grade 6 Language Standards [L]
Spelling when writing. Spelling when writing.	STRAND		Conventions of Standard English
FOCUS / COURSE STRAND Knowledge of Language STANDARD / CONCEPT / SKILL INDICATOR L.6.3.	CONCEPT /	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STRAND Knowledge of Language STANDARD / CONCEPT / SKILL INDICATOR L.6.3.	INDICATOR	L.6.2.b.	Spell correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut).
STANDARD / CONCEPT / SKILL INDICATOR L.6.3.		L.6.	Grade 6 Language Standards [L]
CONCEPT / SKILL INDICATOR L.6.3.a. Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest. FOCUS / COURSE STRAND Vocabulary Acquisition and Use STANDARD / CONCEPT / SKILL Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on a feeding and content, choosing flexibly from a range of strategies. INDICATOR L.6.4. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence)	STRAND		Knowledge of Language
FOCUS / COURSE L.6. Grade 6 Language Standards [L] STRAND Vocabulary Acquisition and Use STANDARD / CONCEPT / SKILL Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on a feeding and content, choosing flexibly from a range of strategies. INDICATOR L.6.4. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence)	CONCEPT /	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
STRAND Vocabulary Acquisition and Use STANDARD / CONCEPT / SKILL Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on a feeding and content, choosing flexibly from a range of strategies. INDICATOR 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)	INDICATOR	L.6.3.a.	
ST ANDARD / CONCEPT / SKILL Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on a feeding and content, choosing flexibly from a range of strategies. INDICATOR 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)		L.6.	Grade 6 Language Standards [L]
CONCEPT / SKILL 6 reading and content, choosing flexibly from a range of strategies. INDICATOR 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)	STRAND		Vocabulary Acquisition and Use
	CONCEPT /	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.
·	INDICATOR	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.

INDICATOR 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).

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

Massachusetts Curriculum Frameworks Language Arts

Grade 6 - Adopted: 2017

FOCUS / COURSE

R.PK-12. College and Career Readiness Anchor Standards for Reading

STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	R.PK- 12.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

FOCUS / COURSE

R.PK-12. College and Career Readiness Anchor Standards for Reading

STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	R.PK- 12.4.	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.
STANDARD / CONCEPT / SKILL	R.PK- 12.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.

FOCUS / COURSE

R.PK-12. College and Career Readiness Anchor Standards for Reading

STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	R.PK- 12.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
STANDARD / CONCEPT / SKILL	R.PK- 12.9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

FOCUS / COURSE

R.PK-12. College and Career Readiness Anchor Standards for Reading

STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	R.PK- 12.10.	Independently and proficiently read and comprehend complex literary and informational texts.

FOCUS / COURSE

STRAND	Text Types and Purposes	
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STANDARD / CONCEPT / SKILL	W.PK- 12.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STANDARD / CONCEPT / SKILL	W.PK- 12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	W.PK- 12.6.	Use technology to produce and publish writing and to interact and collaborate with others.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.PK- 12.8.	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.10.	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.
FOCUS / COURSE	SL.PK- 12.	College and Career Readiness Anchor Standards for Speaking and Listening
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.PK- 12.1.	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.
STANDARD / CONCEPT / SKILL	SL.PK- 12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

FOCUS / L.PK-12. College and Career Readiness Anchor Standards for Language COURSE

STRAND Conventions of Standard English

STANDARD / CONCEPT / SKILL	L.PK- 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / CONCEPT / SKILL	L.PK- 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.PK-12. College and Career Readiness Anchor Standards for Language

STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	L.PK- 12.3.	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.

FOCUS / COURSE

L.PK-12. College and Career Readiness Anchor Standards for Language

STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.PK- 12.4.	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.
STANDARD / CONCEPT / SKILL	L.PK- 12.6.	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.

FOCUS / COURSE

RCA-H.6- Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H] 8.

STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RCA- H.6-8.1.	Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.)
STANDARD / CONCEPT / SKILL	RCA- H.6-8.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

FOCUS / COURSE

RCA-H.6- Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H] 8.

STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RCA- H.6-8.4.	Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
STANDARD / CONCEPT / SKILL	RCA- H.6-8.5.	Describe how a text presents information (e.g., sequentially, comparatively, causally), including how written texts incorporate features such as headings.

FOCUS / COURSE

RCA-H.6- Grades 6-8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H] 8.

STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RCA- H.6-8.10.	Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.
FOCUS / COURSE	RCA- ST.6-8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RCA- ST.6-8.1.	Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.)
STANDARD / CONCEPT / SKILL	RCA- ST.6-8.2.	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
FOCUS / COURSE	RCA- ST.6-8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RCA- ST.6-8.4.	Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
STANDARD / CONCEPT / SKILL	RCA- ST.6-8.5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
FOCUS / COURSE	RCA- ST.6-8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RCA- ST.6- 8.10.	Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.
FOCUS / COURSE	WCA.6-8.	Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	WCA.6- 8.1.	Write arguments focused on discipline-specific content.
INDICATOR	WCA.6- 8.1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
FOCUS / COURSE	WCA.6-8.	Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Text Types and Purposes

STANDARD / CONCEPT / SKILL	WCA.6- 8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
INDICATOR	WCA.6- 8.2.a.	Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	WCA.6- 8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	WCA.6- 8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	WCA.6- 8.2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

WCA.6-8. Grades 6-8 Writing Standards for Literacy in the Content Areas [WCA]

STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	WCA.6- 8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	WCA.6- 8.6.	Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

FOCUS / COURSE

WCA.6-8. Grades 6-8 Writing Standards for Literacy in the Content Areas [WCA]

STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	WCA.6- 8.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
STANDARD / CONCEPT / SKILL	WCA.6- 8.8.	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STANDARD / CONCEPT / SKILL	WCA.6- 8.9.	Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)

FOCUS / COURSE

WCA.6-8. Grades 6-8 Writing Standards for Literacy in the Content Areas [WCA]

STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	WCA.6- 8.10.	Write routinely over extended time frames (time for 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.

FOCUS / COURSE

STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SLCA.6- 8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SLCA.6- 8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
INDICATOR	SLCA.6- 8.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
FOCUS / COURSE	SLCA.6- 8.	Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SLCA.6- 8.2.	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
STANDARD / CONCEPT / SKILL	SLCA.6- 8.3.	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. For example, after an author of science books on endangered animal species visits their class to talk about her research and writing, students write reports on what she said, summarizing important points and arranging them in a logical order. (WCA.6–8.2, SLCA.6–8.3)
FOCUS / COURSE	RI.6.	Grade 6 Reading Standards for Informational Text [RI]
	RI.6.	Grade 6 Reading Standards for Informational Text [RI] Key Ideas and Details
COURSE	RI.6.	
STRAND STANDARD / CONCEPT /		Key Ideas and Details Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text,
STRAND STANDARD / CONCEPT / SKILL STANDARD / CONCEPT /	RI.6.1.	Key Ideas and Details Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 6 Writing Standard 8 for more on quoting and paraphrasing.) Determine a text's central idea(s) and how particular details help convey the idea(s); provide a summary of a text
STRAND STANDARD / CONCEPT / SKILL STANDARD / CONCEPT / SKILL	RI.6.1.	Key Ideas and Details Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 6 Writing Standard 8 for more on quoting and paraphrasing.) Determine a text's central idea(s) and how particular details help convey the idea(s); provide a summary of a text distinct from personal opinions or judgments. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through
STRAND STANDARD / CONCEPT / SKILL STANDARD / CONCEPT / SKILL STANDARD / CONCEPT / SKILL STANDARD / CONCEPT / SKILL	RI.6.1. RI.6.2.	Key Ideas and Details Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 6 Writing Standard 8 for more on quoting and paraphrasing.) Determine a text's central idea(s) and how particular details help convey the idea(s); provide a summary of a text distinct from personal opinions or judgments. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

STANDARD / CONCEPT / SKILL	RI.6.5.	Analyze how a particular sentence, paragraph, chapter, section, or text feature (e.g., heading) fits into the overall structure of a text and contributes to the development of the ideas.
FOCUS / COURSE	RI.6.	Grade 6 Reading Standards for Informational Text [RI]
STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	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).
FOCUS / COURSE	RI.6.	Grade 6 Reading Standards for Informational Text [RI]
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RI.6.10.	Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 6.
FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]
STRAND		Text Types and Purposes
ST ANDARD / CONCEPT / SKILL	W.6.1.	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.
INDICATOR	W.6.1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.6.2.	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	W.6.2.a.	Introduce a topic; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.6.2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]
STRAND		Production and Distribution of Writing

STANDARD / CONCEPT / SKILL	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.)
FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.6.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR	W.6.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 6).
INDICATOR	W.6.5.b.	Demonstrate the ability to select accurate vocabulary (as described in Language Standards 4–6 up to and including grade 6).
FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.6.6.	Use technology, including current web-based communication platforms, 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.
FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.6.7.	Conduct short as well as more sustained research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
STANDARD / CONCEPT / SKILL	W.6.8.	When conducting research, 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.
FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	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.
FOCUS / COURSE	SL.6.	Grade 6 Speaking and Listening Standards [SL]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	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.

referring to evidence on the topic, text or issue to probe and reflect on ideas under discussion. (See grade 5 Reading Learnate Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding 1 use of textual evidence.) INDICATOR SL.5.1.b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual rules as needed in the control of			
INDICATOR SL.5.1.c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the text, or issue under discussion. FOCUS! COURSE STRAND Conventions of Standard English STANDARD! CONCEPT! STRAND Conventions of Standard English STANDARD! CONCEPT! STRAND STANDARD! L6.1. Demonstrate command of the conventions of standard English grammar and usage when writing speaking: retain and further develop language skills learned in previous grades. (See grade 6 With Standard 5 and speaking and Literating Standard 6 on strengthening writing and presentations be applying knowledge of conventions.) INDICATOR EXPECTATION L6.1.b. Explain the function of phrases and clauses in general, how phrases and clauses differ, and how their use comparison of particular meaning in a specific writing or spoken sentence. EXPECTATION L6.1.c. Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and danglin modifies. FOCUS! COURSE STRAND Conventions of Standard English STANDARD! CONCEPT! SKILL NDICATOR L6.2. Grade 6 Language Standards [L] Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. FOCUS! L6. Grade 6 Language Standards [L] STRAND Knowledge of Language STANDARD! CONCEPT! KNILL INDICATOR L6.3. Maintain appropriate consistency in syle and tone while varying sentence patterns for meaning and audience interest. INDICATOR L6.4. Maintain appropriate consistency in syle and tone while varying sentence patterns for meaning and audience interest. STRAND Vocabulary Acquisition and Use STANDARD! CONCEPT! SKILL INDICATOR L6.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 6 reading and content, choosing flexibly from a range of strategies.	INDICATOR	SL.6.1.a.	Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the
EXECUS! COURSE L6. Grade 6 Language Standards [L] Conventions of Standard English STANDARD! CONCEPT! SKILL Speaking: retain and further develop language skills learned in previous grades. (See grade 6 Will Standard S and Speaking and Listening Standard S on strengthening writing and presentations b applying knowledge of conventions.) INDICATOR Sentence Structure, Variety, and Meaning EXPECTATION L6.1b. Explain the function of phrases and clauses in general, how phrases and clauses differ, and how their use comparticular meaning in a specific written or spoken sentence. EXPECTATION L6.1c. Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and danglin modifiers. FOCUS! COURSE L6. Grade 6 Language Standards [L] Conventions of Standard English STANDARD! CONCEPT! SKILL L6.2b. Spell correctly, recognizing that some words have commonly accepted variations (e.g., donutrdoughnut). FOCUS! L6.3c. Grade 6 Language Standards [L] Knowledge of Language STANDARD! CONCEPT! SKILL L6.3c. Use knowledge of language and its conventions when writing, speaking, reading, or listening. CONCEPT! SKILL NDICATOR L6.3a. Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest. FOCUS! COURSE STRAND Vocabulary Acquisition and Use STANDARD! COURSE STRAND Vocabulary Acquisition and Use STANDARD! L6.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on a Grade of Concept? FOCUS L6.4a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) INDICATOR L6.4a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence)	INDICATOR	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
STRAND Conventions of Standard English STANDARD / CONCEPT / SKILL STANDARD / CONCEPT / SKILL Semonstrate command of the conventions of standard English grammar and usage when writing applying knowledge of conventions.) INDICATOR Sentence Structure, Variety, and Meaning EXPECTATION L8.1b. Explain the function of phrases and clauses in general, how phrases and clauses differ, and how their use comparticular meaning in a specific written or spoken sentence. EXPECTATION L8.1c. Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and danglin modifiers. FOCUS / COURSE STRAND Conventions of Standard English STANDARD / Concept / Skill INDICATOR L6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. STRAND Conventions of Standard English STANDARD / CONCEPT / Skill INDICATOR L6.2b. Spell correctly, recognizing that some words have commonly accepted variations (e.g., donutrdoughnut). FOCUS / COURSE STRAND Knowledge of Language STANDARD / CONCEPT / Skill INDICATOR L6.3. Maintain appropriate consistency in syle and tone while varying sentence patterns for meaning and audience interest. INDICATOR L6.3. Grade 6 Language Standards [L] STRAND Vocabulary Acquisition and Use STANDARD / Vocabulary Acquisition and Use STANDARD / CONCEPT / Skill STANDARD / CONCEPT / Skill L6.4. Determine or clarity the meaning of unknown and multiple-meaning words and phrases based on its reading and content, choosing floxibly from a range of strategies. INDICATOR L6.4. Use context (e.g., the overall meaning of a senience or paragraph; a word's position or function in a senience)	INDICATOR	SL.6.1.c.	
STANDARD / CONCEPT / SKILL STANDARD / CONCEPT / SKILL SETANDARD / CONCEPT / SKILL STANDARD / CONCEPT / SKILL NDICATOR L6.3. Maintain appropriate consistency in syle and tone while varying sentence patterns for meaning and audience interest. FOCUS / CONCEPT / SKILL NDICATOR L6.4. Grade 6 Language Standards [L] Vocabulary Acquisition and Use STANDARD / CONCEPT / SKILL STANDARD /		L.6.	Grade 6 Language Standards [L]
SPARIAND L6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. STRAND L6.2. Spell correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut). STRAND COURSE STRAND Knowledge of Language STRAND Knowledge of Language STRAND Conventions Convertions Spell correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut). STRAND Course Knowledge of Language STRAND Knowledge of Language STRAND Knowledge of Language STRAND Course Course Course L6.3. Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest. FOCUS / COURSE L6. Grade 6 Language Standards [L] STRAND Knowledge of Language STRAND Knowledge of Language STRAND Knowledge of Language STRAND L6.3. Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest. FOCUS / COURSE L6. Grade 6 Language Standards [L] NDICATOR L6.3. Was throwledge of language and its conventions when writing, speaking, reading, or listening. FOCUS / COURSE STRAND Vocabulary Acquisition and Use STANDARD / COURSE STRAND Vocabulary Acquisition and Use STANDARD / COURSE STANDA	STRAND		Conventions of Standard English
EXPECTATION L.6.1.b. Explain the function of phrases and clauses in general, how phrases and clauses differ, and how their use comparticular meaning in a specific written or spoken sentence. EXPECTATION L.6.1.c. Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and danglin modifiers. FOCUS / COURSE STRAND Conventions of Standard English STANDARD / CONCEPT / SKILL INDICATOR L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. STRAND Spell correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut). FOCUS / COURSE STRAND Knowledge of Language STANDARD / CONCEPT / SKILL INDICATOR L.6.3. Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest. FOCUS / COURSE STRAND Vocabulary Acquisition and Use STANDARD / CONCEPT / SKILL STANDARD / CONCEPT / SKILL L.6.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on the freeding and content, choosing flexibly from a range of strategies. INDICATOR L.6.4. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence)	CONCEPT /	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 6 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
EXPECTATION L.6.1.c. Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and danglin modifiers. FOCUS / COURSE L.6. Grade 6 Language Standards [L] Conventions of Standard English STANDARD / CONCEPT / SKILL INDICATOR L.6.2. Spell correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut). FOCUS / COURSE STRAND Knowledge of Language STANDARD / CONCEPT / SKILL INDICATOR L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. STANDARD / CONCEPT / SKILL INDICATOR L.6.4. Grade 6 Language Standards [L] STRAND Vocabulary Acquisition and Use STRAND STANDARD / CONCEPT / SKILL STRAND Vocabulary Acquisition and Use STANDARD / CONCEPT / SKILL STRAND Vocabulary Acquisition and Use STANDARD / CONCEPT / SKILL STRAND L.6.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on the foreign and content, choosing flexibly from a range of strategies. INDICATOR L.6.4. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence)	INDICATOR		Sentence Structure, Variety, and Meaning
TRAND Conventions of Standard English STANDARD / CONCEPT / SKILL NDICATOR L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. NDICATOR L.6.2. Spell correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut). FOCUS / COURSE STRAND Knowledge of Language STANDARD / CONCEPT / SKILL NDICATOR L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. STANDARD / CONCEPT / SKILL NDICATOR L.6.3. Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest. FOCUS / COURSE STRAND Vocabulary Acquisition and Use STANDARD / CONCEPT / SKILL STRAND L.6.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on a concept / SKILL INDICATOR L.6.4. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence)	EXPECTATION	L.6.1.b.	Explain the function of phrases and clauses in general, how phrases and clauses differ, and how their use conveys a particular meaning in a specific written or spoken sentence.
STRAND Conventions of Standard English STANDARD / CONCEPT / SKILL INDICATOR L6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. INDICATOR L6.2. Spell correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut). FOCUS / COURSE STRAND Knowledge of Language STANDARD / CONCEPT / SKILL INDICATOR L6.3. Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest. FOCUS / COURSE STRAND Vocabulary Acquisition and Use STANDARD / CONCEPT / SKILL STRAND Vocabulary Acquisition and Use STANDARD / CONCEPT / SKILL L6.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on a feeding and content, choosing flexibly from a range of strategies. INDICATOR L6.4. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence)	EXPECTATION	L.6.1.c.	Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
STANDARD / CONCEPT / SKILL INDICATOR L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. INDICATOR L.6.2.b. Spell correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut). FOCUS / COURSE STRAND Knowledge of Language STANDARD / CONCEPT / SKILL INDICATOR L.6.3. Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest. FOCUS / COURSE STRAND Vocabulary Acquisition and Use STANDARD / CONCEPT / SKILL STRAND Vocabulary Acquisition and Use STANDARD / CONCEPT / SKILL STRAND L.6.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on a feeding and content, choosing flexibly from a range of strategies. INDICATOR L.6.4. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence)		L.6.	Grade 6 Language Standards [L]
Spelling when writing. Spelling when writing.	STRAND		Conventions of Standard English
FOCUS / COURSE STRAND Knowledge of Language STANDARD / CONCEPT / SKILL INDICATOR L.6.3.	CONCEPT /	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STRAND Knowledge of Language STANDARD / CONCEPT / SKILL INDICATOR L.6.3.	INDICATOR	L.6.2.b.	Spell correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut).
STANDARD / CONCEPT / SKILL INDICATOR L.6.3.		L.6.	Grade 6 Language Standards [L]
CONCEPT / SKILL INDICATOR L.6.3.a. Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest. FOCUS / COURSE STRAND Vocabulary Acquisition and Use STANDARD / CONCEPT / SKILL Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on a feeding and content, choosing flexibly from a range of strategies. INDICATOR L.6.4. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence)	STRAND		Knowledge of Language
FOCUS / COURSE L.6. Grade 6 Language Standards [L] STRAND Vocabulary Acquisition and Use STANDARD / CONCEPT / SKILL Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on a feeding and content, choosing flexibly from a range of strategies. INDICATOR L.6.4. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence)	CONCEPT /	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
STRAND Vocabulary Acquisition and Use STANDARD / CONCEPT / SKILL Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on a feeding and content, choosing flexibly from a range of strategies. INDICATOR 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)	INDICATOR	L.6.3.a.	
ST ANDARD / CONCEPT / SKILL Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on a feeding and content, choosing flexibly from a range of strategies. INDICATOR 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)		L.6.	Grade 6 Language Standards [L]
CONCEPT / SKILL 6 reading and content, choosing flexibly from a range of strategies. INDICATOR 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)	STRAND		Vocabulary Acquisition and Use
	CONCEPT /	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.
	INDICATOR	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.

INDICATOR	1.6.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in
	2.0	
		context or in a dictionary).

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Massachusetts Curriculum Frameworks Language Arts

Grade 6 - Adopted: 2017

FOCUS / COURSE

R.PK-12. College and Career Readiness Anchor Standards for Reading

STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	R.PK- 12.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

FOCUS / COURSE

W.PK-12. College and Career Readiness Anchor Standards for Writing

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.PK- 12.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STANDARD / CONCEPT /	W.PK- 12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.

FOCUS / COURSE

W.PK-12. College and Career Readiness Anchor Standards for Writing

STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	W.PK- 12.6.	Use technology to produce and publish writing and to interact and collaborate with others.

FOCUS / COURSE

STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.10.	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.
FOCUS / COURSE	SL.PK- 12.	College and Career Readiness Anchor Standards for Speaking and Listening
STRAND		Comprehension and Collaboration

STANDARD / CONCEPT / SKILL	SL.PK- 12.1.	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.
STANDARD / CONCEPT / SKILL	SL.PK- 12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

L.PK-12. College and Career Readiness Anchor Standards for Language

STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.PK- 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / CONCEPT / SKILL	L.PK- 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

FOCUS / COURSE

WCA.6-8. Grades 6-8 Writing Standards for Literacy in the Content Areas [WCA]

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	WCA.6- 8.1.	Write arguments focused on discipline-specific content.
INDICATOR	WCA.6-	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

FOCUS /

COURSE

8.1.d.

WCA.6-8. Grades 6-8 Writing Standards for Literacy in the Content Areas [WCA]

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	WCA.6- 8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
INDICATOR	WCA.6- 8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	WCA.6- 8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	WCA.6- 8.2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
INDICATOR	WCA.6- 8.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

FOCUS / COURSE

WCA.6-8. Grades 6-8 Writing Standards for Literacy in the Content Areas [WCA]

STRAND

STANDARD / CONCEPT / SKILL	WCA.6- 8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	WCA.6- 8.6.	Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
FOCUS / COURSE	WCA.6-8.	Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	WCA.6- 8.10.	Write routinely over extended time frames (time for 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.
FOCUS / COURSE	SLCA.6-8	3. Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SLCA.6- 8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SLCA.6- 8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
INDICATOR	SLCA.6- 8.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
FOCUS / COURSE	SLCA.6- 8.	Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SLCA.6- 8.2.	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
STANDARD / CONCEPT / SKILL	SLCA.6- 8.3.	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. For example, after an author of science books on endangered animal species visits their class to talk about her research and writing, students write reports on what she said, summarizing important points and arranging them in a logical order. (WCA.6–8.2, SLCA.6–8.3)
FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.6.1.	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.

W.6.1.d. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

INDICATOR

FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.6.2.	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.6.2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
INDICATOR	W.6.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.
FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	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.)
FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]
STRAND		Production and Distribution of Writing
STRAND STANDARD / CONCEPT / SKILL	W.6.5.	Production and Distribution of Writing Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONCEPT /	W.6.5. W.6.5.a.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new
STANDARD / CONCEPT / SKILL		Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and
ST ANDARD / CONCEPT / SKILL	W.6.5.a.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 6). Demonstrate the ability to select accurate vocabulary (as described in Language Standards 4–6 up to and including
ST ANDARD / CONCEPT / SKILL INDICATOR INDICATOR	W.6.5.a. W.6.5.b.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 6). Demonstrate the ability to select accurate vocabulary (as described in Language Standards 4–6 up to and including grade 6).
ST ANDARD / CONCEPT / SKILL INDICATOR INDICATOR FOCUS / COURSE	W.6.5.a. W.6.5.b.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 6). Demonstrate the ability to select accurate vocabulary (as described in Language Standards 4–6 up to and including grade 6). Grade 6 Writing Standards [W]
ST ANDARD / CONCEPT / SKILL INDICATOR INDICATOR FOCUS / COURSE ST RAND STANDARD / CONCEPT /	W.6.5.a. W.6.5.b.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 6). Demonstrate the ability to select accurate vocabulary (as described in Language Standards 4–6 up to and including grade 6). Grade 6 Writing Standards [W] Production and Distribution of Writing Use technology, including current web-based communication platforms, 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
ST ANDARD / CONCEPT / SKILL INDICATOR INDICATOR FOCUS / COURSE ST RAND STANDARD / CONCEPT / SKILL FOCUS /	W.6.5.a. W.6.5.b. W.6.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 6). Demonstrate the ability to select accurate vocabulary (as described in Language Standards 4–6 up to and including grade 6). Grade 6 Writing Standards [W] Production and Distribution of Writing Use technology, including current web-based communication platforms, 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.

COURSE	SL.0.	Grade 6 Speaking and Listening Standards [SL]
STRAND		Comprehension and Collaboration
ST ANDARD / CONCEPT / SKILL	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.
INDICATOR	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. (See grade 6 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
INDICATOR	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
INDICATOR	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.
FOCUS / COURSE	L.6.	Grade 6 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 6 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
INDICATOR		Sentence Structure, Variety, and Meaning
EXPECTATION	L.6.1.b.	Explain the function of phrases and clauses in general, how phrases and clauses differ, and how their use conveys a particular meaning in a specific written or spoken sentence.
EXPECTATION	L.6.1.c.	Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
FOCUS / COURSE	L.6.	Grade 6 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.6.2.b.	Spell correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut).
FOCUS / COURSE	L.6.	Grade 6 Language Standards [L]
STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.6.3.a.	Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.

FOCUS /

SL.6.

Grade 6 Speaking and Listening Standards [SL]

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Language Arts

Grade 6 - Adopted: 2017

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R.PK-12. College and Career Readiness Anchor Standards for Reading

STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	R.PK- 12.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

FOCUS / COURSE

W.PK-12. College and Career Readiness Anchor Standards for Writing

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.PK- 12.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STANDARD / CONCEPT / SKILL	W.PK- 12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.

FOCUS / COURSE

W.PK-12. College and Career Readiness Anchor Standards for Writing

STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	W.PK- 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONCEPT / SKILL	W.PK- 12.6.	Use technology to produce and publish writing and to interact and collaborate with others.

FOCUS / COURSE

W.PK-12. College and Career Readiness Anchor Standards for Writing

STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.10.	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.

FOCUS / SL.PK- College and Career Readiness Anchor Standards for Speaking and Listening COURSE 12.

STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.PK- 12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

L.PK-12. College and Career Readiness Anchor Standards for Language

STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.PK- 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / CONCEPT / SKILL	L.PK- 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

FOCUS / COURSE

WCA.6-8. Grades 6-8 Writing Standards for Literacy in the Content Areas [WCA]

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	WCA.6- 8.1.	Write arguments focused on discipline-specific content.
INDICATOR	WCA.6- 8.1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

FOCUS / COURSE

WCA.6-8. Grades 6-8 Writing Standards for Literacy in the Content Areas [WCA]

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	WCA.6- 8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
INDICATOR	WCA.6- 8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	WCA.6- 8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	WCA.6- 8.2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
INDICATOR	WCA.6- 8.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

FOCUS / COURSE

WCA.6-8. Grades 6-8 Writing Standards for Literacy in the Content Areas [WCA]

STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	WCA.6- 8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	WCA.6- 8.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

STANDARD / CONCEPT / SKILL	WCA.6- 8.6.	Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
FOCUS / COURSE	WCA.6-8.	Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	WCA.6- 8.10.	Write routinely over extended time frames (time for 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.
FOCUS / COURSE	SLCA.6- 8.	Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SLCA.6- 8.2.	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
STANDARD / CONCEPT / SKILL	SLCA.6- 8.3.	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. For example, after an author of science books on endangered animal species visits their class to talk about her research and writing, students write reports on what she said, summarizing important points and arranging them in a logical order. (WCA.6–8.2, SLCA.6–8.3)
FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]
COURSE		
STRAND		Text Types and Purposes
	W.6.1.	Text Types and Purposes Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.
STRAND STANDARD / CONCEPT /	W.6.1. W.6.1.d.	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear
STRAND STANDARD / CONCEPT / SKILL		Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.
STRAND STANDARD / CONCEPT / SKILL INDICATOR FOCUS /	W.6.1.d.	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
ST RAND ST ANDARD / CONCEPT / SKILL INDICATOR FOCUS / COURSE	W.6.1.d.	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). Grade 6 Writing Standards [W]
STRAND STANDARD / CONCEPT / SKILL INDICATOR FOCUS / COURSE STRAND STANDARD / CONCEPT /	W.6.1.d. W.6.	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). Grade 6 Writing Standards [W] Text Types and Purposes Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and
STRAND STANDARD / CONCEPT / SKILL INDICATOR FOCUS / COURSE STRAND STANDARD / CONCEPT / SKILL	W.6.1.d. W.6.	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). Grade 6 Writing Standards [W] Text Types and Purposes Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
STRAND STANDARD / CONCEPT / SKILL INDICATOR FOCUS / COURSE STRAND STANDARD / CONCEPT / SKILL INDICATOR	W.6.1.d. W.6. W.6.2.	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). Grade 6 Writing Standards [W] Text Types and Purposes Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
STRAND STANDARD / CONCEPT / SKILL INDICATOR FOCUS / COURSE STRAND STANDARD / CONCEPT / SKILL INDICATOR INDICATOR	W.6.1.d. W.6. W.6.2. W.6.2.d.	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). Grade 6 Writing Standards [W] Text Types and Purposes Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use precise language and domain-specific vocabulary to inform about or explain the topic.

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.6.3.	Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.
INDICATOR	W.6.3.a.	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an appropriate narrative sequence.
INDICATOR	W.6.3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
INDICATOR	W.6.3.e.	Provide a conclusion that follows from the narrated experiences or events.
FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	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.)
FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.6.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR	W.6.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 6).
INDICATOR	W.6.5.b.	Demonstrate the ability to select accurate vocabulary (as described in Language Standards 4–6 up to and including grade 6).
FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.6.6.	Use technology, including current web-based communication platforms, 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.
FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	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.
FOCUS / COURSE	L.6.	Grade 6 Language Standards [L]
STRAND		Conventions of Standard English

ST ANDARD / CONCEPT / SKILL	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 6 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
INDICATOR		Sentence Structure, Variety, and Meaning
EXPECTATION	L.6.1.b.	Explain the function of phrases and clauses in general, how phrases and clauses differ, and how their use conveys a particular meaning in a specific written or spoken sentence.
EXPECTATION	L.6.1.c.	Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
FOCUS / COURSE	L.6.	Grade 6 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.6.2.b.	Spell correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut).
FOCUS / COURSE	L.6.	Grade 6 Language Standards [L]
STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.6.3.a.	Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.

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Massachusetts Curriculum Frameworks Language Arts

Grade 6 - Adopted: 2017

FOCUS / COURSE

R.PK-12. College and Career Readiness Anchor Standards for Reading

STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	R.PK- 12.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

FOCUS / COURSE

$\label{eq:wpk-12} \textbf{W.PK-12. College and Career Readiness Anchor Standards for Writing}$

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.PK- 12.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STANDARD / CONCEPT / SKILL	W.PK- 12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.

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STRAND

Text Types and Purposes

COURSE		
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	W.PK- 12.6.	Use technology to produce and publish writing and to interact and collaborate with others.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.10.	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.
FOCUS / COURSE	SL.PK- 12.	College and Career Readiness Anchor Standards for Speaking and Listening
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.PK- 12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.PK- 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / CONCEPT / SKILL	L.PK- 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOCUS / COURSE	WCA.6-8.	Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	WCA.6- 8.1.	Write arguments focused on discipline-specific content.
INDICATOR	WCA.6- 8.1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
FOCUS / COURSE	WCA.6-8.	Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STANDARD / CONCEPT / SKILL	WCA.6- 8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
INDICATOR	WCA.6- 8.2.a.	Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	WCA.6- 8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	WCA.6- 8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	WCA.6- 8.2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
INDICATOR	WCA.6- 8.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

WCA.6-8. Grades 6-8 Writing Standards for Literacy in the Content Areas [WCA]

STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	WCA.6- 8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	WCA.6- 8.6.	Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

FOCUS / COURSE

WCA.6-8. Grades 6-8 Writing Standards for Literacy in the Content Areas [WCA]

STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	WCA.6- 8.10.	Write routinely over extended time frames (time for 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.

FOCUS / SLCA.6- Grades 6-8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA] COURSE 8.

STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SLCA.6- 8.2.	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
STANDARD / CONCEPT / SKILL	SLCA.6- 8.3.	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. For example, after an author of science books on endangered animal species visits their class to talk about her research and writing, students write reports on what she said, summarizing important points and arranging them in a logical order. (WCA.6–8.2, SLCA.6–8.3)

FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.6.1.	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.
INDICATOR	W.6.1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.6.2.	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	W.6.2.a.	Introduce a topic; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.6.2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
INDICATOR	W.6.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.
FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	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.)
FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.6.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR	W.6.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 6).
INDICATOR	W.6.5.b.	Demonstrate the ability to select accurate vocabulary (as described in Language Standards 4–6 up to and including grade 6).
FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]

STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.6.6.	Use technology, including current web-based communication platforms, 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.
FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	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.
FOCUS / COURSE	L.6.	Grade 6 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 6 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
INDICATOR		Sentence Structure, Variety, and Meaning
EXPECTATION	L.6.1.b.	Explain the function of phrases and clauses in general, how phrases and clauses differ, and how their use conveys a particular meaning in a specific written or spoken sentence.
EXPECTATION	L.6.1.c.	Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
FOCUS / COURSE	L.6.	Grade 6 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.6.2.b.	Spell correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut).
FOCUS / COURSE	L.6.	Grade 6 Language Standards [L]
STRAND		Knowledge of Language
ST ANDARD / CONCEPT / SKILL	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.6.3.a.	Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.

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R.PK-12. College and Career Readiness Anchor Standards for Reading

STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	R.PK- 12.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

FOCUS / COURSE

R.PK-12. College and Career Readiness Anchor Standards for Reading

STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	R.PK- 12.4.	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.
STANDARD / CONCEPT / SKILL	R.PK- 12.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.

FOCUS / COURSE

R.PK-12. College and Career Readiness Anchor Standards for Reading

STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	R.PK- 12.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
STANDARD / CONCEPT / SKILL	R.PK- 12.9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

FOCUS / COURSE

R.PK-12. College and Career Readiness Anchor Standards for Reading

STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	R.PK- 12.10.	Independently and proficiently read and comprehend complex literary and informational texts.

FOCUS / COURSE

W.PK-12. College and Career Readiness Anchor Standards for Writing

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.PK- 12.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STANDARD / CONCEPT / SKILL	W.PK- 12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.

FOCUS / COURSE

STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	W.PK- 12.6.	Use technology to produce and publish writing and to interact and collaborate with others.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.PK- 12.8.	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.10.	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.
FOCUS / COURSE	SL.PK- 12.	College and Career Readiness Anchor Standards for Speaking and Listening
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.PK- 12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.PK- 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / CONCEPT / SKILL	L.PK- 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	L.PK- 12.3.	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.

SKILL

STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.PK- 12.4.	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.
STANDARD / CONCEPT / SKILL	L.PK- 12.6.	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.
FOCUS / COURSE	RCA-H.6- 8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RCA- H.6-8.1.	Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.)
STANDARD / CONCEPT / SKILL	RCA- H.6-8.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
FOCUS / COURSE	RCA-H.6- 8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RCA- H.6-8.4.	Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
STANDARD / CONCEPT / SKILL	RCA- H.6-8.5.	Describe how a text presents information (e.g., sequentially, comparatively, causally), including how written texts incorporate features such as headings.
FOCUS / COURSE	RCA-H.6- 8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
STRAND		Range of Reading and Level of Text Complexity
STRAND STANDARD / CONCEPT / SKILL	RCA- H.6-8.10.	Range of Reading and Level of Text Complexity Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.
STANDARD / CONCEPT /		Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for
STANDARD / CONCEPT / SKILL FOCUS /	H.6-8.10.	Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course. Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical

STANDARD / CONCEPT / SKILL	RCA- ST.6-8.2.	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
FOCUS / COURSE	RCA- ST.6-8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RCA- ST.6-8.4.	Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 text and topics.
STANDARD / CONCEPT / SKILL	RCA- ST.6-8.5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
FOCUS / COURSE	RCA- ST.6-8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RCA- ST.6- 8.10.	Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for tograde/course.
FOCUS / COURSE	WCA.6-8.	Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	WCA.6- 8.1.	Write arguments focused on discipline-specific content.
INDICATOR	WCA.6- 8.1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
FOCUS / COURSE	WCA.6-8.	Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
	WCA.6-8.	Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA] Text Types and Purposes
COURSE	WCA.6-8.	
STRAND STANDARD / CONCEPT /	WCA.6-	Text Types and Purposes Write informative/explanatory texts, including the narration of historical events, scientific procedure
STRAND STANDARD / CONCEPT / SKILL	WCA.6- 8.2.	Text Types and Purposes Write informative/explanatory texts, including the narration of historical events, scientific procedure experiments, or technical processes. Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, a information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
STRAND STANDARD / CONCEPT / SKILL INDICATOR	WCA.6- 8.2. WCA.6- 8.2.a.	Text Types and Purposes Write informative/explanatory texts, including the narration of historical events, scientific procedure experiments, or technical processes. Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, a information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and

INDICATOR	WCA.6- 8.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
FOCUS / COURSE	WCA.6-8.	Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	WCA.6- 8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	WCA.6- 8.6.	Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
FOCUS / COURSE	WCA.6-8.	Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	WCA.6- 8.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
STANDARD / CONCEPT / SKILL	WCA.6- 8.8.	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STANDARD / CONCEPT / SKILL	WCA.6- 8.9.	Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
FOCUS / COURSE	WCA.6-8.	Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	WCA.6- 8.10.	Write routinely over extended time frames (time for 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.
FOCUS / COURSE	SLCA.6- 8.	Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SLCA.6- 8.2.	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
STANDARD / CONCEPT / SKILL	SLCA.6- 8.3.	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. For example, after an author of science books on endangered animal species visits their class to talk about her research and writing, students write

reports on what she said, summarizing important points and arranging them in a logical order. (WCA.6-8.2, SLCA.6-

8.3)

FOCUS / COURSE	RI.6.	Grade 6 Reading Standards for Informational Text [RI]
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RI.6.1.	Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 6 Writing Standard 8 for more on quoting and paraphrasing.)
STANDARD / CONCEPT / SKILL	RI.6.2.	Determine a text's central idea(s) and how particular details help convey the idea(s); provide a summary of a text distinct from personal opinions or judgments.
STANDARD / CONCEPT / SKILL	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).
FOCUS / COURSE	RI.6.	Grade 6 Reading Standards for Informational Text [RI]
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; explain how word choice affects meaning and tone. (See grade 6 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
STANDARD / CONCEPT / SKILL	RI.6.5.	Analyze how a particular sentence, paragraph, chapter, section, or text feature (e.g., heading) fits into the overall structure of a text and contributes to the development of the ideas.
FOCUS / COURSE	RI.6.	Grade 6 Reading Standards for Informational Text [RI]
STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	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).
FOCUS / COURSE	RI.6.	Grade 6 Reading Standards for Informational Text [RI]
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RI.6.10.	Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 6.
FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.6.1.	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.
INDICATOR	W.6.1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

FOCUS /	W.6.	Grade 6 Writing	Standards	[W]
COURSE				

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.6.2.	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	W.6.2.a.	Introduce a topic; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.6.2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
INDICATOR	W.6.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.
FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	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.)
FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.6.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR	W.6.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 6).
INDICATOR	W.6.5.b.	Demonstrate the ability to select accurate vocabulary (as described in Language Standards 4–6 up to and including grade 6).
FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.6.6.	Use technology, including current web-based communication platforms, 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.
FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]
STRAND		Research to Build and Present Knowledge

STANDARD / CONCEPT / SKILL	W.6.7.	Conduct short as well as more sustained research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
STANDARD / CONCEPT / SKILL	W.6.8.	When conducting research, 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.
FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	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.
FOCUS / COURSE	L.6.	Grade 6 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 6 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
INDICATOR		Sentence Structure, Variety, and Meaning
EXPECTATION	L.6.1.b.	Explain the function of phrases and clauses in general, how phrases and clauses differ, and how their use conveys a particular meaning in a specific written or spoken sentence.
EXPECTATION	L.6.1.c.	Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
FOCUS / COURSE	L.6.	Grade 6 Language Standards [L]
STRAND		Conventions of Standard English
ST ANDARD / CONCEPT / SKILL	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.6.2.b.	Spell correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut).
FOCUS / COURSE	L.6.	Grade 6 Language Standards [L]
STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.6.3.a.	Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.
FOCUS / COURSE	L.6.	Grade 6 Language Standards [L]
STRAND		Vocabulary Acquisition and Use

STANDARD / CONCEPT / SKILL	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.
INDICATOR	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.
INDICATOR	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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Massachusetts Curriculum Frameworks Language Arts

Grade 6 - Adopted: 2017

FOCUS / COURSE

R.PK-12. College and Career Readiness Anchor Standards for Reading

STRAND		Key Ideas and Details
STANDARD / CONCEPT /	R.PK- 12.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

FOCUS / COURSE

R.PK-12. College and Career Readiness Anchor Standards for Reading

STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	R.PK- 12.4.	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.
STANDARD / CONCEPT / SKILL	R.PK- 12.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.

FOCUS / COURSE

R.PK-12. College and Career Readiness Anchor Standards for Reading

STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	R.PK- 12.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
STANDARD / CONCEPT / SKILL	R.PK- 12.9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

FOCUS / COURSE

R.PK-12. College and Career Readiness Anchor Standards for Reading

STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	R.PK- 12.10.	Independently and proficiently read and comprehend complex literary and informational texts.

FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.PK- 12.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STANDARD / CONCEPT / SKILL	W.PK- 12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	W.PK- 12.6.	Use technology to produce and publish writing and to interact and collaborate with others.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Research to Build and Present Knowledge
STANDARD /	W.PK-	Conduct short as well as more sustained research projects based on focused questions, demonstrating

STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.PK- 12.7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
STANDARD / CONCEPT / SKILL	W.PK- 12.8.	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
STANDARD / CONCEPT / SKILL	W.PK- 12.9.	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.

FOCUS / COURSE

W.PK-12. College and Career Readiness Anchor Standards for Writing

STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.10.	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.
FOCUS / COURSE	SL.PK- 12.	College and Career Readiness Anchor Standards for Speaking and Listening
STRAND		Comprehension and Collaboration

STANDARD / CONCEPT / SKILL	SL.PK- 12.1.	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.
STANDARD / CONCEPT / SKILL	SL.PK- 12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.PK- 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / CONCEPT / SKILL	L.PK- 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	L.PK- 12.3.	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.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.PK- 12.4.	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.
STANDARD / CONCEPT / SKILL	L.PK- 12.6.	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.
FOCUS / COURSE	RCA-H.6- 8.	· Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
STRAND		Key Ideas and Details

STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RCA- H.6-8.1.	Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.)
STANDARD / CONCEPT / SKILL	RCA- H.6-8.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

FOCUS / RCA-H.6- Grades 6-8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H] 8.

STRAND		Craft and Structure
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RCA- H.6-8.4.	Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
STANDARD / CONCEPT / SKILL	RCA- H.6-8.5.	Describe how a text presents information (e.g., sequentially, comparatively, causally), including how written texts incorporate features such as headings.
FOCUS / COURSE	RCA-H.6- 8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RCA- H.6-8.10.	Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.
FOCUS / COURSE	RCA- ST.6-8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RCA- ST.6-8.1.	Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.)
STANDARD / CONCEPT / SKILL	RCA- ST.6-8.2.	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
FOCUS / COURSE	RCA- ST.6-8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RCA- ST.6-8.4.	Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
STANDARD / CONCEPT / SKILL	RCA- ST.6-8.5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
FOCUS / COURSE	RCA- ST.6-8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RCA- ST.6- 8.10.	Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.
FOCUS / COURSE	WCA.6-8.	Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Text Types and Purposes

STANDARD / CONCEPT / SKILL	WCA.6- 8.1.	Write arguments focused on discipline-specific content.
INDICATOR	WCA.6- 8.1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

FOCUS / COURSE

WCA.6-8. Grades 6-8 Writing Standards for Literacy in the Content Areas [WCA]

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	WCA.6- 8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
INDICATOR	WCA.6- 8.2.a.	Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	WCA.6- 8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	WCA.6- 8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	WCA.6- 8.2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
INDICATOR	WCA.6- 8.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

FOCUS / COURSE

WCA.6-8. Grades 6-8 Writing Standards for Literacy in the Content Areas [WCA]

STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	WCA.6- 8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	WCA.6- 8.6.	Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

FOCUS / COURSE

WCA.6-8. Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	WCA.6- 8.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
STANDARD / CONCEPT / SKILL	WCA.6- 8.8.	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

STANDARD / CONCEPT / SKILL	WCA.6- 8.9.	Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
FOCUS / COURSE	WCA.6-8.	Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	WCA.6- 8.10.	Write routinely over extended time frames (time for 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.
FOCUS / COURSE	SLCA.6-8	8. Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SLCA.6- 8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SLCA.6- 8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
INDICATOR	SLCA.6- 8.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
FOCUS / COURSE	SLCA.6- 8.	Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SLCA.6- 8.2.	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
STANDARD / CONCEPT / SKILL	SLCA.6- 8.3.	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. For example, after an author of science books on endangered animal species visits their class to talk about her research and writing, students write reports on what she said, summarizing important points and arranging them in a logical order. (WCA.6–8.2, SLCA.6–8.3)
FOCUS / COURSE	RI.6.	Grade 6 Reading Standards for Informational Text [RI]
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RI.6.1.	Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 6 Writing Standard 8 for more on quoting and paraphrasing.)

STANDARD / CONCEPT / SKILL	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).
FOCUS / COURSE	RI.6.	Grade 6 Reading Standards for Informational Text [RI]
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; explain how word choice affects meaning and tone. (See grade 6 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
STANDARD / CONCEPT / SKILL	RI.6.5.	Analyze how a particular sentence, paragraph, chapter, section, or text feature (e.g., heading) fits into the overall structure of a text and contributes to the development of the ideas.
FOCUS / COURSE	RI.6.	Grade 6 Reading Standards for Informational Text [RI]
STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	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).
FOCUS / COURSE	RI.6.	Grade 6 Reading Standards for Informational Text [RI]
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RI.6.10.	Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 6.
FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]
STRAND		Text Types and Purposes
ST ANDARD / CONCEPT / SKILL	W.6.1.	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.
INDICATOR	W.6.1.b.	Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
INDICATOR	W.6.1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.6.2.	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

INDICATOR	W.6.2.a.	Introduce a topic; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.6.2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
INDICATOR	W.6.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.
FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	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.)
FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.6.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR	W.6.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 6).
INDICATOR	W.6.5.b.	Demonstrate the ability to select accurate vocabulary (as described in Language Standards 4–6 up to and including grade 6).
FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.6.6.	Use technology, including current web-based communication platforms, 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.
FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.6.7.	Conduct short as well as more sustained research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

STANDARD / CONCEPT / SKILL	W.6.9.	Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 6 standards for Reading Literature or Reading Informational Text as needed.
FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	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.
FOCUS / COURSE	SL.6.	Grade 6 Speaking and Listening Standards [SL]
STRAND		Comprehension and Collaboration
ST ANDARD / CONCEPT / SKILL	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.
INDICATOR	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. (See grade 6 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
INDICATOR	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
INDICATOR	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.
FOCUS / COURSE	L.6.	Grade 6 Language Standards [L]
STRAND		Conventions of Standard English
ST ANDARD / CONCEPT / SKILL	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 6 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
INDICATOR		Sentence Structure, Variety, and Meaning
EXPECTATION	L.6.1.b.	Explain the function of phrases and clauses in general, how phrases and clauses differ, and how their use conveys a particular meaning in a specific written or spoken sentence.
EXPECTATION	L.6.1.c.	Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
FOCUS / COURSE	L.6.	Grade 6 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.6.2.b.	Spell correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut).

FOCUS / L.6. Grade 6 Language Standards [L] COURSE

STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.6.3.a.	Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.
FOCUS / COURSE	L.6.	Grade 6 Language Standards [L]
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	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.
INDICATOR	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.
INDICATOR	L.6.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in

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FOCUS / COURSE

$\hbox{R.PK-12. College and Career Readiness Anchor Standards for Reading } \\$

context or in a dictionary).

STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	R.PK- 12.1.	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
STANDARD / CONCEPT / SKILL	R.PK- 12.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD / CONCEPT / SKILL	R.PK- 12.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

FOCUS / COURSE

R.PK-12. College and Career Readiness Anchor Standards for Reading

STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	R.PK- 12.4.	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.

STANDARD / CONCEPT / SKILL	R.PK- 12.6.	Assess how point of view or purpose shapes the content and style of a text.
FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	R.PK- 12.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	R.PK- 12.10.	Independently and proficiently read and comprehend complex literary and informational texts.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.PK- 12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	W.PK- 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONCEPT / SKILL	W.PK- 12.6.	Use technology to produce and publish writing and to interact and collaborate with others.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Research to Build and Present Knowledge
STRAND STANDARD / CONCEPT / SKILL	W.PK- 12.9.	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.

STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.10.	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.
FOCUS / COURSE	SL.PK- 12.	College and Career Readiness Anchor Standards for Speaking and Listening
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.PK- 12.1.	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.
STANDARD / CONCEPT / SKILL	SL.PK- 12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.PK- 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / CONCEPT / SKILL	L.PK- 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	L.PK- 12.3.	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.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.PK- 12.4.	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.
STANDARD / CONCEPT / SKILL	L.PK- 12.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

STANDARD / CONCEPT / SKILL	L.PK- 12.6.	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.
FOCUS / COURSE	RCA-H.6- 8.	· Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RCA- H.6-8.1.	Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.)
FOCUS / COURSE	RCA-H.6- 8.	· Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RCA- H.6-8.4.	Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
FOCUS / COURSE	RCA-H.6- 8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RCA- H.6-8.10.	Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.
FOCUS / COURSE	RCA- ST.6-8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RCA- ST.6-8.1.	Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.)
STANDARD / CONCEPT / SKILL	RCA- ST.6-8.2.	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
FOCUS / COURSE	RCA- ST.6-8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RCA- ST.6-8.4.	Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
FOCUS / COURSE	RCA- ST.6-8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
STRAND		Range of Reading and Level of Text Complexity

STANDARD / CONCEPT / SKILL	RCA- ST.6- 8.10.	Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.
FOCUS / COURSE	WCA.6-8.	Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	WCA.6- 8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
INDICATOR	WCA.6- 8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
FOCUS / COURSE	WCA.6-8.	Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	WCA.6- 8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	WCA.6- 8.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STANDARD / CONCEPT / SKILL	WCA.6- 8.6.	Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
FOCUS / COURSE	WCA.6-8.	Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	WCA.6- 8.8.	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STANDARD / CONCEPT / SKILL	WCA.6- 8.9.	Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
FOCUS / COURSE	WCA.6-8.	Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	WCA.6- 8.10.	Write routinely over extended time frames (time for 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.
FOCUS / COURSE	SLCA.6-8	. Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]

Comprehension and Collaboration

STRAND

STANDARD / CONCEPT / SKILL	SLCA.6- 8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SLCA.6- 8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
INDICATOR	SLCA.6- 8.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
FOCUS / COURSE	SLCA.6- 8.	Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SLCA.6- 8.2.	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
FOCUS / COURSE	RL.6.	Grade 6 Reading Standards for Literature [RL]
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RL.6.1.	Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 6 Writing Standard 8 for more on quoting and paraphrasing.)
STANDARD / CONCEPT / SKILL	RL.6.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of a text distinct from personal opinions or judgments.
STANDARD / CONCEPT / SKILL	RL.6.3.	Describe how the plot of a particular story, poem, or drama unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
FOCUS / COURSE	RL.6.	Grade 6 Reading Standards for Literature [RL]
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	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 specific word choices, including those that create repeated sounds and rhythms in poetry, on meaning, tone (i.e., author's attitude toward subject or audience), or mood (i.e., emotional atmosphere). (See grade 6 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
STANDARD / CONCEPT / SKILL	RL.6.6.	Explain how an author develops the point of view of the narrator or speaker in a text.
FOCUS / COURSE	RL.6.	Grade 6 Reading Standards for Literature [RL]
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RL.6.10.	Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 6.

FOCUS / COURSE	RI.6.	Grade 6 Reading Standards for Informational Text [RI]
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RI.6.1.	Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 6 Writing Standard 8 for more on quoting and paraphrasing.)
STANDARD / CONCEPT / SKILL	RI.6.2.	Determine a text's central idea(s) and how particular details help convey the idea(s); provide a summary of a text distinct from personal opinions or judgments.
STANDARD / CONCEPT / SKILL	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).
FOCUS / COURSE	RI.6.	Grade 6 Reading Standards for Informational Text [RI]
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; explain how word choice affects meaning and tone. (See grade 6 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
FOCUS / COURSE	RI.6.	Grade 6 Reading Standards for Informational Text [RI]
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RI.6.10.	Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 6.
FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.6.2.	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.6.3.	Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.
INDICATOR	W.6.3.a.	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an appropriate narrative sequence.
INDICATOR	W.6.3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

INDICATOR	W.6.3.c.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
INDICATOR	W.6.3.e.	Provide a conclusion that follows from the narrated experiences or events.
FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	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.)
FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.6.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR	W.6.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 6).
FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.6.6.	Use technology, including current web-based communication platforms, 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.
FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.6.8.	When conducting research, 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.
STANDARD / CONCEPT / SKILL	W.6.9.	Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 6 standards for Reading Literature or Reading Informational Text as needed.
FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	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.
FOCUS / COURSE	SL.6.	Grade 6 Speaking and Listening Standards [SL]

STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	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.
INDICATOR	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. (See grade 6 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
INDICATOR	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
INDICATOR	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.
FOCUS / COURSE	L.6.	Grade 6 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 6 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
INDICATOR		Sentence Structure, Variety, and Meaning
EXPECTATION	L.6.1.b.	Explain the function of phrases and clauses in general, how phrases and clauses differ, and how their use conveys a particular meaning in a specific written or spoken sentence.
EXPECTATION	L.6.1.c.	Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
FOCUS / COURSE	L.6.	Grade 6 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.6.2.b.	Spell correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut).
FOCUS / COURSE	L.6.	Grade 6 Language Standards [L]
STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.6.3.b.	Recognize variations from standard or formal English in writing and speaking, determine their appropriateness for the intended purpose and audience, and make changes as necessary.
FOCUS / COURSE	L.6.	Grade 6 Language Standards [L]
STRAND		Vocabulary Acquisition and Use

STANDARD / CONCEPT / SKILL	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.
INDICATOR	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.
INDICATOR	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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Massachusetts Curriculum Frameworks Language Arts

Grade 6 - Adopted: 2017

FOCUS / COURSE

R.PK-12. College and Career Readiness Anchor Standards for Reading

STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	R.PK- 12.1.	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
STANDARD / CONCEPT / SKILL	R.PK- 12.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD / CONCEPT / SKILL	R.PK- 12.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

FOCUS / COURSE

R.PK-12. College and Career Readiness Anchor Standards for Reading

STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	R.PK- 12.4.	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.
STANDARD / CONCEPT / SKILL	R.PK- 12.6.	Assess how point of view or purpose shapes the content and style of a text.

FOCUS / COURSE

R.PK-12. College and Career Readiness Anchor Standards for Reading

STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	R.PK- 12.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

FOCUS / COURSE

R.PK-12. College and Career Readiness Anchor Standards for Reading

STRAND	Range of Reading and Level of Text Complexity	
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STANDARD / CONCEPT / SKILL	R.PK- 12.10.	Independently and proficiently read and comprehend complex literary and informational texts.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.PK- 12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	W.PK- 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONCEPT / SKILL	W.PK- 12.6.	Use technology to produce and publish writing and to interact and collaborate with others.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.PK- 12.9.	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.10.	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.
FOCUS / COURSE	SL.PK- 12.	College and Career Readiness Anchor Standards for Speaking and Listening
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.PK- 12.1.	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.

STANDARD / CONCEPT / SKILL	SL.PK- 12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.PK- 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / CONCEPT / SKILL	L.PK- 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	L.PK- 12.3.	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.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.PK- 12.4.	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.
CONCEPT/		
CONCEPT / SKILL STANDARD / CONCEPT /	12.4. L.PK-	analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD / SKILL STANDARD / CONCEPT / SKILL STANDARD / CONCEPT /	12.4. L.PK- 12.5. L.PK- 12.6.	analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. 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
STANDARD / CONCEPT / SKILL STANDARD / CONCEPT / SKILL STANDARD / CONCEPT / SKILL	12.4. L.PK- 12.5. L.PK- 12.6.	analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. 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.
STANDARD / CONCEPT / SKILL STANDARD / CONCEPT / SKILL FOCUS / COURSE	12.4. L.PK- 12.5. L.PK- 12.6.	analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. 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. Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
CONCEPT / SKILL STANDARD / CONCEPT / SKILL STANDARD / CONCEPT / SKILL FOCUS / COURSE STRAND STANDARD / CONCEPT /	12.4. L.PK- 12.5. L.PK- 12.6. RCA-H.6- 8.	analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. 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. Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H] Key Ideas and Details Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as
CONCEPT / SKILL STANDARD / CONCEPT / SKILL STANDARD / CONCEPT / SKILL FOCUS / COURSE STRAND STANDARD / CONCEPT / SKILL FOCUS / CONCEPT / SKILL	12.4. L.PK- 12.5. L.PK- 12.6. RCA-H.6- 8.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. 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. Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H] Key Ideas and Details Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.)

STANDARD / CONCEPT / SKILL	RCA- H.6-8.4.	Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
FOCUS / COURSE	RCA-H.6- 8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RCA- H.6-8.10.	Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.
FOCUS / COURSE	RCA- ST.6-8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RCA- ST.6-8.1.	Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.)
STANDARD / CONCEPT / SKILL	RCA- ST.6-8.2.	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
FOCUS / COURSE	RCA- ST.6-8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RCA- ST.6-8.4.	Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
FOCUS / COURSE	RCA- ST.6-8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RCA- ST.6- 8.10.	Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.
FOCUS / COURSE	WCA.6-8.	. Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	WCA.6- 8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
INDICATOR	WCA.6- 8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
FOCUS / COURSE	WCA.6-8.	Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Production and Distribution of Writing

STANDARD / CONCEPT / SKILL	WCA.6- 8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	WCA.6- 8.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STANDARD / CONCEPT / SKILL	WCA.6- 8.6.	Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

FOCUS / COURSE

WCA.6-8. Grades 6-8 Writing Standards for Literacy in the Content Areas [WCA]

STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	WCA.6- 8.8.	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STANDARD / CONCEPT / SKILL	WCA.6- 8.9.	Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)

FOCUS / COURSE

WCA.6-8. Grades 6-8 Writing Standards for Literacy in the Content Areas [WCA]

STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	WCA.6- 8.10.	Write routinely over extended time frames (time for 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.

FOCUS / COURSE

SLCA.6-8. Grades 6-8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]

STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SLCA.6- 8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SLCA.6- 8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
INDICATOR	SLCA.6- 8.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

FOCUS / SLCA.6- Grades 6-8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA] COURSE 8.

STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SLCA.6- 8.2.	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

FOCUS /	RL.6.	Grade 6 Reading Standards for Literature [RL]
COURSE		

STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RL.6.1.	Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 6 Writing Standard 8 for more on quoting and paraphrasing.)
STANDARD / CONCEPT / SKILL	RL.6.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of a text distinct from personal opinions or judgments.
STANDARD / CONCEPT / SKILL	RL.6.3.	Describe how the plot of a particular story, poem, or drama unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
FOCUS / COURSE	RL.6.	Grade 6 Reading Standards for Literature [RL]
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	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 specific word choices, including those that create repeated sounds and rhythms in poetry, on meaning, tone (i.e., author's attitude toward subject or audience), or mood (i.e., emotional atmosphere). (See grade 6 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
STANDARD / CONCEPT / SKILL	RL.6.6.	Explain how an author develops the point of view of the narrator or speaker in a text.
FOCUS / COURSE	RL.6.	Grade 6 Reading Standards for Literature [RL]
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RL.6.10.	Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 6.
FOCUS / COURSE	RI.6.	Grade 6 Reading Standards for Informational Text [RI]
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RI.6.1.	Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 6 Writing Standard 8 for more on quoting and paraphrasing.)
STANDARD / CONCEPT / SKILL	RI.6.2.	Determine a text's central idea(s) and how particular details help convey the idea(s); provide a summary of a text distinct from personal opinions or judgments.
STANDARD / CONCEPT / SKILL	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).

FOCUS / COURSE	RI.6.	Grade 6 Reading Standards for Informational Text [RI]
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; explain how word choice affects meaning and tone. (See grade 6 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
FOCUS / COURSE	RI.6.	Grade 6 Reading Standards for Informational Text [RI]
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RI.6.10.	Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 6.
FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.6.2.	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.6.3.	Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.
INDICATOR		
	W.6.3.a.	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an appropriate narrative sequence.
INDICATOR	W.6.3.a. W.6.3.b.	
		appropriate narrative sequence. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or
INDICATOR	W.6.3.b.	appropriate narrative sequence. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or
INDICATOR	W.6.3.b. W.6.3.c.	appropriate narrative sequence. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
INDICATOR INDICATOR INDICATOR	W.6.3.c. W.6.3.e.	appropriate narrative sequence. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. Provide a conclusion that follows from the narrated experiences or events.
INDICATOR INDICATOR INDICATOR FOCUS I COURSE	W.6.3.c. W.6.3.e.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. Provide a conclusion that follows from the narrated experiences or events. Grade 6 Writing Standards [W]

STRAND		Production and Distribution of Writing
STANDARD /	W.6.5.	
CONCEPT / SKILL	VV.6.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR	W.6.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 6).
FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.6.6.	Use technology, including current web-based communication platforms, 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.
FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.6.8.	When conducting research, 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.
STANDARD / CONCEPT / SKILL	W.6.9.	Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 6 standards for Reading Literature or Reading Informational Text as needed.
FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	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.
FOCUS / COURSE	SL.6.	Grade 6 Speaking and Listening Standards [SL]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	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.
INDICATOR	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. (See grade 6 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
INDICATOR	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
INDICATOR	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.

FOCUS / COURSE	L.6.	Grade 6 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 6 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
INDICATOR		Sentence Structure, Variety, and Meaning
EXPECTATION	L.6.1.b.	Explain the function of phrases and clauses in general, how phrases and clauses differ, and how their use conveys a particular meaning in a specific written or spoken sentence.
EXPECTATION	L.6.1.c.	Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
FOCUS / COURSE	L.6.	Grade 6 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.6.2.b.	Spell correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut).
FOCUS / COURSE	L.6.	Grade 6 Language Standards [L]
	L.6.	Grade 6 Language Standards [L] Knowledge of Language
COURSE	L.6.3.	
STRAND STANDARD / CONCEPT /		Knowledge of Language
STRAND STANDARD / CONCEPT / SKILL	L.6.3.	Knowledge of Language Use knowledge of language and its conventions when writing, speaking, reading, or listening. Recognize variations from standard or formal English in writing and speaking, determine their appropriateness for the
STRAND STANDARD / CONCEPT / SKILL INDICATOR	L.6.3. L.6.3.b.	Knowledge of Language Use knowledge of language and its conventions when writing, speaking, reading, or listening. Recognize variations from standard or formal English in writing and speaking, determine their appropriateness for the intended purpose and audience, and make changes as necessary.
STRAND STANDARD / CONCEPT / SKILL INDICATOR FOCUS / COURSE	L.6.3. L.6.3.b.	Knowledge of Language Use knowledge of language and its conventions when writing, speaking, reading, or listening. Recognize variations from standard or formal English in writing and speaking, determine their appropriateness for the intended purpose and audience, and make changes as necessary. Grade 6 Language Standards [L]
STRAND STANDARD / CONCEPT / SKILL INDICATOR FOCUS / COURSE STRAND STANDARD / CONCEPT /	L.6.3.b. L.6.3.b.	Knowledge of Language Use knowledge of language and its conventions when writing, speaking, reading, or listening. Recognize variations from standard or formal English in writing and speaking, determine their appropriateness for the intended purpose and audience, and make changes as necessary. Grade 6 Language Standards [L] Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade

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Massachusetts Curriculum Frameworks Language Arts

Grade 6 - Adopted: 2017

STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	R.PK- 12.1.	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
STANDARD / CONCEPT / SKILL	R.PK- 12.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	R.PK- 12.4.	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.
STANDARD / CONCEPT / SKILL	R.PK- 12.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.
FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	R.PK- 12.10.	Independently and proficiently read and comprehend complex literary and informational texts.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.6.	Use technology to produce and publish writing and to interact and collaborate with others.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.10.	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.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.PK- 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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STANDARD / CONCEPT / SKILL	L.PK- 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	L.PK- 12.3.	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.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.PK- 12.4.	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.
STANDARD / CONCEPT / SKILL	L.PK- 12.6.	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.
FOCUS / COURSE	RCA-H.6- 8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RCA- H.6-8.1.	Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.)
STANDARD / CONCEPT / SKILL	RCA- H.6-8.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
FOCUS / COURSE	RCA-H.6- 8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RCA- H.6-8.4.	Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
STANDARD / CONCEPT / SKILL	RCA- H.6-8.5.	Describe how a text presents information (e.g., sequentially, comparatively, causally), including how written texts incorporate features such as headings.
FOCUS / COURSE	RCA-H.6- 8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
STRAND		Range of Reading and Level of Text Complexity

STANDARD / CONCEPT / SKILL	RCA- H.6-8.10.	Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.
FOCUS / COURSE	RCA- ST.6-8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RCA- ST.6-8.1.	Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.)
STANDARD / CONCEPT / SKILL	RCA- ST.6-8.2.	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
FOCUS / COURSE	RCA- ST.6-8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RCA- ST.6-8.4.	Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
STANDARD / CONCEPT / SKILL	RCA- ST.6-8.5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
FOCUS / COURSE	RCA- ST.6-8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RCA- ST.6- 8.10.	Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.
FOCUS / COURSE	WCA.6-8.	Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	WCA.6- 8.6.	Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
FOCUS / COURSE	WCA.6-8.	Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	WCA.6- 8.9.	Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)

FOCUS /
COURSE

WCA.6-8. Grades 6-8 Writing Standards for Literacy in the Content Areas [WCA]

STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	WCA.6- 8.10.	Write routinely over extended time frames (time for 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.
FOCUS / COURSE	RL.6.	Grade 6 Reading Standards for Literature [RL]
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RL.6.1.	Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 6 Writing Standard 8 for more on quoting and paraphrasing.)
STANDARD / CONCEPT / SKILL	RL.6.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of a text distinct from personal opinions or judgments.
FOCUS / COURSE	RL.6.	Grade 6 Reading Standards for Literature [RL]
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	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 specific word choices, including those that create repeated sounds and rhythms in poetry, on meaning, tone (i.e., author's attitude toward subject or audience), or mood (i.e., emotional atmosphere). (See grade 6 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
STANDARD / CONCEPT / SKILL	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.
FOCUS / COURSE	RL.6.	Grade 6 Reading Standards for Literature [RL]
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RL.6.10.	Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 6.
FOCUS / COURSE	RI.6.	Grade 6 Reading Standards for Informational Text [RI]
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RI.6.1.	Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 6 Writing Standard 8 for more on quoting and paraphrasing.)
STANDARD / CONCEPT / SKILL	RI.6.2.	Determine a text's central idea(s) and how particular details help convey the idea(s); provide a summary of a text distinct from personal opinions or judgments.

STANDARD / CONCEPT / SKILL	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).
FOCUS / COURSE	RI.6.	Grade 6 Reading Standards for Informational Text [RI]
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; explain how word choice affects meaning and tone. (See grade 6 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
STANDARD / CONCEPT / SKILL	RI.6.5.	Analyze how a particular sentence, paragraph, chapter, section, or text feature (e.g., heading) fits into the overall structure of a text and contributes to the development of the ideas.
FOCUS / COURSE	RI.6.	Grade 6 Reading Standards for Informational Text [RI]
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RI.6.10.	Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 6.
FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]
STRAND		Production and Distribution of Writing
ST ANDARD / CONCEPT / SKILL	W.6.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR	W/C F =	
	W.6.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 6).
FOCUS / COURSE	W.6.	,
		including grade 6).
COURSE		including grade 6). Grade 6 Writing Standards [W]
STRAND STANDARD / CONCEPT /	W.6.	including grade 6). Grade 6 Writing Standards [W] Production and Distribution of Writing Use technology, including current web-based communication platforms, 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
STRAND STANDARD / CONCEPT / SKILL FOCUS /	W.6. W.6.6.	including grade 6). Grade 6 Writing Standards [W] Production and Distribution of Writing Use technology, including current web-based communication platforms, 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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STRAND STANDARD / CONCEPT / SKILL FOCUS / COURSE STRAND STANDARD / CONCEPT / SKILL FOCUS /	W.6.6. W.6.10.	Including grade 6). Grade 6 Writing Standards [W] Production and Distribution of Writing Use technology, including current web-based communication platforms, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. Grade 6 Writing Standards [W] Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STANDARD / CONCEPT / SKILL	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 6 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
INDICATOR		Sentence Structure, Variety, and Meaning
EXPECTATION	L.6.1.c.	Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
FOCUS / COURSE	L.6.	Grade 6 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.6.2.b.	Spell correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut).
FOCUS / COURSE	L.6.	Grade 6 Language Standards [L]
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	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.
INDICATOR	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.
INDICATOR	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).