

Structure and Style for Students

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

Maryland College and Career-Ready Standards
Language Arts
 Grade 6 - Adopted: 2010/Implemented 2013 (CCSS)

STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Reading**

TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Reading**

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

STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Reading**

TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Reading**

TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
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INDICATOR / PROFICIENCY LEVEL	CCRA.R. 10	Read and comprehend complex literary and informational texts independently and proficiently.
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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Writing**

TOPIC / INDICATOR		Text Types and Purposes
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Writing**

TOPIC / INDICATOR		Production and Distribution of Writing
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Writing**

TOPIC / INDICATOR		Research to Build and Present Knowledge
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Writing**

TOPIC / INDICATOR		Range of Writing
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Speaking and Listening**

TOPIC / INDICATOR		Comprehension and Collaboration
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INDICATOR / PROFICIENCY LEVEL	CCRA.S L.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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**STRAND /
TOPIC /
STANDARD**

College and Career Readiness Anchor Standards for Speaking and Listening

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

**STRAND /
TOPIC /
STANDARD**

College and Career Readiness Anchor Standards for Language

TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	CCRA.L. 1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**STRAND /
TOPIC /
STANDARD**

College and Career Readiness Anchor Standards for Language

TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	CCRA.L. 3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**STRAND /
TOPIC /
STANDARD**

College and Career Readiness Anchor Standards for Language

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

**STRAND /
TOPIC /
STANDARD**

Reading Literature Standards

TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

STRAND / TOPIC / STANDARD **Reading Informational Text Standards**

TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RI.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATOR / PROFICIENCY LEVEL	RI.6.2	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
INDICATOR / PROFICIENCY LEVEL	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).

STRAND / TOPIC / STANDARD **Reading Informational Text Standards**

TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RI.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
INDICATOR / PROFICIENCY LEVEL	RI.6.5	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

STRAND / TOPIC / STANDARD **Reading Informational Text Standards**

TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	RI.6.7	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

STRAND / TOPIC / STANDARD **Writing Standards**

TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.6.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
OBJECTIVE	W.6.2.a	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting(e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	W.6.2.b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

OBJECTIVE	W.6.2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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STRAND / TOPIC / STANDARD **Writing Standards**

TOPIC / INDICATOR		Production and Distribution of Writing
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INDICATOR / PROFICIENCY LEVEL	W.6.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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INDICATOR / PROFICIENCY LEVEL	W.6.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including Grade 6.)
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STRAND / TOPIC / STANDARD **Writing Standards**

TOPIC / INDICATOR		Research to Build and Present Knowledge
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INDICATOR / PROFICIENCY LEVEL	W.6.7	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
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STRAND / TOPIC / STANDARD **Writing Standards**

TOPIC / INDICATOR		Range of Writing
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INDICATOR / PROFICIENCY LEVEL	W.6.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline specific tasks, purposes, and audiences.
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STRAND / TOPIC / STANDARD **Speaking and Listening Standards**

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

TOPIC / INDICATOR		Presentation of Knowledge and Ideas
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INDICATOR / PROFICIENCY LEVEL	SL.6.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
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INDICATOR / PROFICIENCY LEVEL	SL.6.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See Grade 6 Language standards 1 and 3 for specific expectations.)
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STRAND / TOPIC / STANDARD **Language Standards**

TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.6.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

OBJECTIVE	L.6.1.e	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
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STRAND / TOPIC / STANDARD **Language Standards**

TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	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.

OBJECTIVE	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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OBJECTIVE	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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STRAND / TOPIC / STANDARD **Language Standards**

TOPIC / INDICATOR		Vocabulary Acquisition and Use
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INDICATOR / PROFICIENCY LEVEL	L.6.6	Acquire and use accurately Grade appropriate general academic and domain specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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STRAND / TOPIC / STANDARD **Writing In History/ Social Studies**

TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

OBJECTIVE	WHST.6-8.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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**STRAND /
TOPIC /
STANDARD**

Writing in Science & Technology

TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

OBJECTIVE	WHST.6-8.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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UNIT 2: WRITING FROM NOTES Week 2 Page 17-26

Maryland College and Career-Ready Standards
Language Arts
Grade 6 - Adopted: 2010/Implemented 2013 (CCSS)

**STRAND /
TOPIC /
STANDARD**

College and Career Readiness Anchor Standards for Reading

TOPIC / INDICATOR		Key Ideas and Details
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INDICATOR / PROFICIENCY LEVEL	CCRA.R.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
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INDICATOR / PROFICIENCY LEVEL	CCRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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INDICATOR / PROFICIENCY LEVEL	CCRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
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**STRAND /
TOPIC /
STANDARD**

College and Career Readiness Anchor Standards for Reading

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

College and Career Readiness Anchor Standards for Reading

TOPIC / INDICATOR		Integration of Knowledge and Ideas
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INDICATOR / PROFICIENCY LEVEL	CCRA.R. 7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Reading**

TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
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INDICATOR / PROFICIENCY LEVEL	CCRA.R. 10	Read and comprehend complex literary and informational texts independently and proficiently.
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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Writing**

TOPIC / INDICATOR		Text Types and Purposes
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Writing**

TOPIC / INDICATOR		Production and Distribution of Writing
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Writing**

TOPIC / INDICATOR		Research to Build and Present Knowledge
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Writing**

TOPIC / INDICATOR		Range of Writing
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Speaking and Listening**

TOPIC / INDICATOR		Comprehension and Collaboration
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INDICATOR / PROFICIENCY LEVEL	CCRA.S L.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Speaking and Listening**

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

TOPIC / INDICATOR		Conventions of Standard English
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INDICATOR / PROFICIENCY LEVEL	CCRA.L. 1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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INDICATOR / PROFICIENCY LEVEL	CCRA.L. 2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Language**

TOPIC / INDICATOR		Knowledge of Language
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INDICATOR / PROFICIENCY LEVEL	CCRA.L. 3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Language**

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

TOPIC / INDICATOR		Key Ideas and Details
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INDICATOR / PROFICIENCY LEVEL	RL.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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STRAND / TOPIC / STANDARD **Reading Informational Text Standards**

TOPIC / INDICATOR		Key Ideas and Details
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INDICATOR / PROFICIENCY LEVEL	RI.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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INDICATOR / PROFICIENCY LEVEL	RI.6.2	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
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INDICATOR / PROFICIENCY LEVEL	RI.6.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
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STRAND / TOPIC / STANDARD **Reading Informational Text Standards**

TOPIC / INDICATOR		Craft and Structure
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INDICATOR / PROFICIENCY LEVEL	RI.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
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INDICATOR / PROFICIENCY LEVEL	RI.6.5	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
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STRAND / TOPIC / STANDARD **Reading Informational Text Standards**

TOPIC / INDICATOR		Integration of Knowledge and Ideas
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INDICATOR / PROFICIENCY LEVEL	RI.6.7	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
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STRAND / TOPIC / STANDARD **Writing Standards**

TOPIC / INDICATOR		Text Types and Purposes
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INDICATOR / PROFICIENCY LEVEL	W.6.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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OBJECTIVE	W.6.2.a	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting(e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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OBJECTIVE	W.6.2.b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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OBJECTIVE	W.6.2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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STRAND / TOPIC / STANDARD **Writing Standards**

TOPIC / INDICATOR		Production and Distribution of Writing
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INDICATOR / PROFICIENCY LEVEL	W.6.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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INDICATOR / PROFICIENCY LEVEL	W.6.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including Grade 6.)
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INDICATOR / PROFICIENCY LEVEL	W.6.6	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
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STRAND / TOPIC / STANDARD **Writing Standards**

TOPIC / INDICATOR		Research to Build and Present Knowledge
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INDICATOR / PROFICIENCY LEVEL	W.6.7	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
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STRAND / TOPIC / STANDARD

Writing Standards

TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	W.6.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.

OBJECTIVE	W.6.9.b	Apply Grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").
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STRAND / TOPIC / STANDARD

Writing Standards

TOPIC / INDICATOR		Range of Writing
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INDICATOR / PROFICIENCY LEVEL	W.6.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline specific tasks, purposes, and audiences.
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STRAND / TOPIC / STANDARD

Speaking and Listening Standards

TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	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.

OBJECTIVE	SL.6.1.a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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OBJECTIVE	SL.6.1.b	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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OBJECTIVE	SL.6.1.c	Pose and respond to specific questions with elaboration and detail by making comments • that contribute to the topic, text, or issue under discussion.
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STRAND / TOPIC / STANDARD

Speaking and Listening Standards

TOPIC / INDICATOR		Presentation of Knowledge and Ideas
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INDICATOR / PROFICIENCY LEVEL	SL.6.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
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INDICATOR / PROFICIENCY LEVEL	SL.6.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See Grade 6 Language standards 1 and 3 for specific expectations.)
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**STRAND /
TOPIC /
STANDARD**

Language Standards

TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.6.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

OBJECTIVE	L.6.1.d	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
OBJECTIVE	L.6.1.e	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

**STRAND /
TOPIC /
STANDARD**

Language Standards

TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.6.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

OBJECTIVE	L.6.2.b	Spell correctly.
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**STRAND /
TOPIC /
STANDARD**

Language Standards

TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	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.

OBJECTIVE	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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OBJECTIVE	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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**STRAND /
TOPIC /
STANDARD**

Language Standards

TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.6.6	Acquire and use accurately Grade appropriate general academic and domain specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**STRAND /
TOPIC /
STANDARD**

Writing In History/ Social Studies

TOPIC / INDICATOR		Production and Distribution of Writing
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INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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OBJECTIVE WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

STRAND / TOPIC / STANDARD

Writing in Science & Technology

TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

OBJECTIVE WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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

Maryland College and Career-Ready Standards
Language Arts
Grade 6 - Adopted: 2010/Implemented 2013 (CCSS)

STRAND / TOPIC / STANDARD

College and Career Readiness Anchor Standards for Reading

TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	CCRA.R.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / PROFICIENCY LEVEL	CCRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / PROFICIENCY LEVEL	CCRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

STRAND / TOPIC / STANDARD

College and Career Readiness Anchor Standards for Reading

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

**STRAND /
TOPIC /
STANDARD** **College and Career Readiness Anchor Standards for Reading**

TOPIC / INDICATOR		Integration of Knowledge and Ideas
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INDICATOR / PROFICIENCY LEVEL	CCRA.R. 7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
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**STRAND /
TOPIC /
STANDARD** **College and Career Readiness Anchor Standards for Reading**

TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
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INDICATOR / PROFICIENCY LEVEL	CCRA.R. 10	Read and comprehend complex literary and informational texts independently and proficiently.
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**STRAND /
TOPIC /
STANDARD** **College and Career Readiness Anchor Standards for Writing**

TOPIC / INDICATOR		Text Types and Purposes
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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**STRAND /
TOPIC /
STANDARD** **College and Career Readiness Anchor Standards for Writing**

TOPIC / INDICATOR		Production and Distribution of Writing
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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**STRAND /
TOPIC /
STANDARD** **College and Career Readiness Anchor Standards for Writing**

TOPIC / INDICATOR		Research to Build and Present Knowledge
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Writing**

TOPIC / INDICATOR		Range of Writing
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Speaking and Listening**

TOPIC / INDICATOR		Comprehension and Collaboration
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INDICATOR / PROFICIENCY LEVEL	CCRA.S L.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Speaking and Listening**

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

TOPIC / INDICATOR		Conventions of Standard English
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INDICATOR / PROFICIENCY LEVEL	CCRA.L. 1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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INDICATOR / PROFICIENCY LEVEL	CCRA.L. 2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Language**

TOPIC / INDICATOR		Knowledge of Language
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INDICATOR / PROFICIENCY LEVEL	CCRA.L. 3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Language**

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

TOPIC / INDICATOR		Key Ideas and Details
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INDICATOR / PROFICIENCY LEVEL	RL.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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STRAND / TOPIC / STANDARD **Reading Informational Text Standards**

TOPIC / INDICATOR		Key Ideas and Details
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INDICATOR / PROFICIENCY LEVEL	RI.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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INDICATOR / PROFICIENCY LEVEL	RI.6.2	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
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INDICATOR / PROFICIENCY LEVEL	RI.6.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
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STRAND / TOPIC / STANDARD **Reading Informational Text Standards**

TOPIC / INDICATOR		Craft and Structure
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INDICATOR / PROFICIENCY LEVEL	RI.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
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INDICATOR / PROFICIENCY LEVEL	RI.6.5	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
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STRAND / TOPIC / STANDARD **Reading Informational Text Standards**

TOPIC / INDICATOR		Integration of Knowledge and Ideas
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INDICATOR / PROFICIENCY LEVEL	RI.6.7	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
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STRAND / TOPIC / STANDARD **Writing Standards**

TOPIC / INDICATOR		Text Types and Purposes
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INDICATOR / PROFICIENCY LEVEL	W.6.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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OBJECTIVE	W.6.2.a	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting(e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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OBJECTIVE	W.6.2.b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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OBJECTIVE	W.6.2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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STRAND / TOPIC / STANDARD **Writing Standards**

TOPIC / INDICATOR		Production and Distribution of Writing
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INDICATOR / PROFICIENCY LEVEL	W.6.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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INDICATOR / PROFICIENCY LEVEL	W.6.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including Grade 6.)
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INDICATOR / PROFICIENCY LEVEL	W.6.6	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
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STRAND / TOPIC / STANDARD **Writing Standards**

TOPIC / INDICATOR		Research to Build and Present Knowledge
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INDICATOR / PROFICIENCY LEVEL	W.6.7	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
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STRAND / TOPIC / STANDARD

Writing Standards

TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	W.6.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.

OBJECTIVE	W.6.9.b	Apply Grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").
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STRAND / TOPIC / STANDARD

Writing Standards

TOPIC / INDICATOR		Range of Writing
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INDICATOR / PROFICIENCY LEVEL	W.6.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline specific tasks, purposes, and audiences.
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STRAND / TOPIC / STANDARD

Speaking and Listening Standards

TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	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.

OBJECTIVE	SL.6.1.a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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OBJECTIVE	SL.6.1.b	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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OBJECTIVE	SL.6.1.c	Pose and respond to specific questions with elaboration and detail by making comments • that contribute to the topic, text, or issue under discussion.
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STRAND / TOPIC / STANDARD

Speaking and Listening Standards

TOPIC / INDICATOR		Presentation of Knowledge and Ideas
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INDICATOR / PROFICIENCY LEVEL	SL.6.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
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INDICATOR / PROFICIENCY LEVEL	SL.6.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See Grade 6 Language standards 1 and 3 for specific expectations.)
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**STRAND /
TOPIC /
STANDARD**

Language Standards

TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.6.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

OBJECTIVE	L.6.1.d	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
OBJECTIVE	L.6.1.e	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

**STRAND /
TOPIC /
STANDARD**

Language Standards

TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.6.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

OBJECTIVE	L.6.2.b	Spell correctly.
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**STRAND /
TOPIC /
STANDARD**

Language Standards

TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	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.

OBJECTIVE	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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OBJECTIVE	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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**STRAND /
TOPIC /
STANDARD**

Language Standards

TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.6.6	Acquire and use accurately Grade appropriate general academic and domain specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**STRAND /
TOPIC /
STANDARD**

Writing In History/ Social Studies

TOPIC / INDICATOR		Production and Distribution of Writing
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INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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OBJECTIVE WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

STRAND / TOPIC / STANDARD

Writing in Science & Technology

TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

OBJECTIVE WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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

**Maryland College and Career-Ready Standards
Language Arts
Grade 6 - Adopted: 2010/Implemented 2013 (CCSS)**

STRAND / TOPIC / STANDARD

College and Career Readiness Anchor Standards for Reading

TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	CCRA.R.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / PROFICIENCY LEVEL	CCRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / PROFICIENCY LEVEL	CCRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

STRAND / TOPIC / STANDARD

College and Career Readiness Anchor Standards for Reading

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

INDICATOR / PROFICIENCY LEVEL	6	CCRA.R. Assess how point of view or purpose shapes the content and style of a text.
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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Reading**

TOPIC / INDICATOR		Integration of Knowledge and Ideas
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INDICATOR / PROFICIENCY LEVEL	7	CCRA.R. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Reading**

TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
--------------------------	--	--

INDICATOR / PROFICIENCY LEVEL	10	CCRA.R. Read and comprehend complex literary and informational texts independently and proficiently.
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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Writing**

TOPIC / INDICATOR		Text Types and Purposes
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INDICATOR / PROFICIENCY LEVEL	3	CCRA.W. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Writing**

TOPIC / INDICATOR		Production and Distribution of Writing
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INDICATOR / PROFICIENCY LEVEL	4	CCRA.W. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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INDICATOR / PROFICIENCY LEVEL	5	CCRA.W. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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INDICATOR / PROFICIENCY LEVEL	6	CCRA.W. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Writing**

TOPIC / INDICATOR		Range of Writing
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Speaking and Listening**

TOPIC / INDICATOR		Comprehension and Collaboration
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INDICATOR / PROFICIENCY LEVEL	CCRA.S L.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Speaking and Listening**

TOPIC / INDICATOR		Presentation of Knowledge and Ideas
--------------------------	--	--

INDICATOR / PROFICIENCY LEVEL	CCRA.S L.4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
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INDICATOR / PROFICIENCY LEVEL	CCRA.S L.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Language**

TOPIC / INDICATOR		Conventions of Standard English
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INDICATOR / PROFICIENCY LEVEL	CCRA.L. 1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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INDICATOR / PROFICIENCY LEVEL	CCRA.L. 2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Language**

TOPIC / INDICATOR		Knowledge of Language
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INDICATOR / PROFICIENCY LEVEL	CCRA.L. 3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Language**

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

STRAND / TOPIC / STANDARD

Reading Literature Standards

TOPIC / INDICATOR		Key Ideas and Details
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INDICATOR / PROFICIENCY LEVEL	RL.6.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
INDICATOR / PROFICIENCY LEVEL	RL.6.3	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

STRAND / TOPIC / STANDARD

Reading Literature Standards

TOPIC / INDICATOR		Craft and Structure
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INDICATOR / PROFICIENCY LEVEL	RL.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
INDICATOR / PROFICIENCY LEVEL	RL.6.5	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
INDICATOR / PROFICIENCY LEVEL	RL.6.6	Explain how an author develops the point of view of the narrator or speaker in a text.

STRAND / TOPIC / STANDARD

Reading Literature Standards

TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
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INDICATOR / PROFICIENCY LEVEL	RL.6.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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STRAND / TOPIC / STANDARD

Writing Standards

TOPIC / INDICATOR		Text Types and Purposes
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INDICATOR / PROFICIENCY LEVEL	W.6.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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OBJECTIVE W.6.2.b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

STRAND / TOPIC / STANDARD

Writing Standards

TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.6.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

OBJECTIVE W.6.3.a Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

OBJECTIVE W.6.3.b Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

OBJECTIVE W.6.3.d Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

OBJECTIVE W.6.3.e Provide a conclusion that follows from the narrated experiences or events.

STRAND / TOPIC / STANDARD

Writing Standards

TOPIC / INDICATOR		Production and Distribution of Writing
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INDICATOR / PROFICIENCY LEVEL W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

INDICATOR / PROFICIENCY LEVEL W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including Grade 6.)

INDICATOR / PROFICIENCY LEVEL W.6.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

STRAND / TOPIC / STANDARD

Writing Standards

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

**STRAND /
TOPIC /
STANDARD**

Writing Standards

TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	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.

**STRAND /
TOPIC /
STANDARD**

Speaking and Listening Standards

TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	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.
OBJECTIVE	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.
OBJECTIVE	SL.6.1.b	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
OBJECTIVE	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.

**STRAND /
TOPIC /
STANDARD**

Speaking and Listening Standards

TOPIC / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	SL.6.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
INDICATOR / PROFICIENCY LEVEL	SL.6.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See Grade 6 Language standards 1 and 3 for specific expectations.)

**STRAND /
TOPIC /
STANDARD**

Language Standards

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

**STRAND /
TOPIC /
STANDARD**

Language Standards

TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.6.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

OBJECTIVE L.6.2.b Spell correctly.

**STRAND /
TOPIC /
STANDARD**

Language Standards

TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	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.

OBJECTIVE 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.

OBJECTIVE 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).

**STRAND /
TOPIC /
STANDARD**

Language Standards

TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.6.6	Acquire and use accurately Grade appropriate general academic and domain specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**STRAND /
TOPIC /
STANDARD**

Writing In History/ Social Studies

TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

OBJECTIVE WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**STRAND /
TOPIC /
STANDARD**

Writing in Science & Technology

TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

OBJECTIVE	WHST.6-8.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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UNIT 3: RETELLING NARRATIVE STORIES Week 5 Page 45-52

Maryland College and Career-Ready Standards
Language Arts
Grade 6 - Adopted: 2010/Implemented 2013 (CCSS)

STRAND / TOPIC / STANDARD College and Career Readiness Anchor Standards for Reading

TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

STRAND / TOPIC / STANDARD College and Career Readiness Anchor Standards for Reading

TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 6	Assess how point of view or purpose shapes the content and style of a text.

STRAND / TOPIC / STANDARD College and Career Readiness Anchor Standards for Reading

TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

STRAND / TOPIC / STANDARD College and Career Readiness Anchor Standards for Reading

TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
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INDICATOR / PROFICIENCY LEVEL
 CCRA.R.10 Read and comprehend complex literary and informational texts independently and proficiently.

STRAND / TOPIC / STANDARD College and Career Readiness Anchor Standards for Writing

TOPIC / INDICATOR		Text Types and Purposes
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INDICATOR / PROFICIENCY LEVEL
 CCRA.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

STRAND / TOPIC / STANDARD College and Career Readiness Anchor Standards for Writing

TOPIC / INDICATOR		Production and Distribution of Writing
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INDICATOR / PROFICIENCY LEVEL
 CCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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

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

STRAND / TOPIC / STANDARD College and Career Readiness Anchor Standards for Writing

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

STRAND / TOPIC / STANDARD College and Career Readiness Anchor Standards for Speaking and Listening

TOPIC / INDICATOR		Comprehension and Collaboration
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INDICATOR / PROFICIENCY LEVEL
 CCRA.S.L.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

STRAND / TOPIC / STANDARD College and Career Readiness Anchor Standards for Speaking and Listening

TOPIC / INDICATOR		Presentation of Knowledge and Ideas
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INDICATOR / PROFICIENCY LEVEL	CCRA.S L.4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
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INDICATOR / PROFICIENCY LEVEL	CCRA.S L.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
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STRAND / TOPIC / STANDARD College and Career Readiness Anchor Standards for Language

TOPIC / INDICATOR		Conventions of Standard English
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INDICATOR / PROFICIENCY LEVEL	CCRA.L. 1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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INDICATOR / PROFICIENCY LEVEL	CCRA.L. 2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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STRAND / TOPIC / STANDARD College and Career Readiness Anchor Standards for Language

TOPIC / INDICATOR		Knowledge of Language
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INDICATOR / PROFICIENCY LEVEL	CCRA.L. 3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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STRAND / TOPIC / STANDARD College and Career Readiness Anchor Standards for Language

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

TOPIC / INDICATOR		Key Ideas and Details
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INDICATOR / PROFICIENCY LEVEL	RL.6.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
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INDICATOR / PROFICIENCY LEVEL	RL.6.3	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
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STRAND / TOPIC / STANDARD **Reading Literature Standards**

TOPIC / INDICATOR		Craft and Structure
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INDICATOR / PROFICIENCY LEVEL	RL.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
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INDICATOR / PROFICIENCY LEVEL	RL.6.5	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
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INDICATOR / PROFICIENCY LEVEL	RL.6.6	Explain how an author develops the point of view of the narrator or speaker in a text.
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STRAND / TOPIC / STANDARD **Reading Literature Standards**

TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
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INDICATOR / PROFICIENCY LEVEL	RL.6.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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STRAND / TOPIC / STANDARD **Writing Standards**

TOPIC / INDICATOR		Text Types and Purposes
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INDICATOR / PROFICIENCY LEVEL	W.6.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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OBJECTIVE	W.6.2.b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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STRAND / TOPIC / STANDARD **Writing Standards**

TOPIC / INDICATOR		Text Types and Purposes
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INDICATOR / PROFICIENCY LEVEL	W.6.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
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OBJECTIVE	W.6.3.a	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
OBJECTIVE	W.6.3.b	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
OBJECTIVE	W.6.3.d	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
OBJECTIVE	W.6.3.e	Provide a conclusion that follows from the narrated experiences or events.

**STRAND /
TOPIC /
STANDARD**

Writing Standards

TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	W.6.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / PROFICIENCY LEVEL	W.6.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including Grade 6.)
INDICATOR / PROFICIENCY LEVEL	W.6.6	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

**STRAND /
TOPIC /
STANDARD**

Writing Standards

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

**STRAND /
TOPIC /
STANDARD**

Writing Standards

TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	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.

**STRAND /
TOPIC /
STANDARD**

Speaking and Listening Standards

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

TOPIC / INDICATOR		Presentation of Knowledge and Ideas
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INDICATOR / PROFICIENCY LEVEL	SL.6.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
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INDICATOR / PROFICIENCY LEVEL	SL.6.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See Grade 6 Language standards 1 and 3 for specific expectations.)
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STRAND / TOPIC / STANDARD **Language Standards**

TOPIC / INDICATOR		Conventions of Standard English
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INDICATOR / PROFICIENCY LEVEL	L.6.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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OBJECTIVE	L.6.1.d	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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OBJECTIVE	L.6.1.e	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
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STRAND / TOPIC / STANDARD **Language Standards**

TOPIC / INDICATOR		Conventions of Standard English
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INDICATOR / PROFICIENCY LEVEL	L.6.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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OBJECTIVE	L.6.2.b	Spell correctly.
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STRAND / TOPIC / STANDARD **Language Standards**

TOPIC / INDICATOR		Vocabulary Acquisition and Use
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INDICATOR / PROFICIENCY LEVEL	L.6.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 6 reading and content, choosing flexibly from a range of strategies.
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OBJECTIVE 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.

OBJECTIVE 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).

STRAND / TOPIC / STANDARD **Language Standards**

TOPIC / INDICATOR		Vocabulary Acquisition and Use
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INDICATOR / PROFICIENCY LEVEL L.6.6 Acquire and use accurately Grade appropriate general academic and domain specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STRAND / TOPIC / STANDARD **Writing In History/ Social Studies**

TOPIC / INDICATOR		Production and Distribution of Writing
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INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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OBJECTIVE WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

STRAND / TOPIC / STANDARD **Writing in Science & Technology**

TOPIC / INDICATOR		Production and Distribution of Writing
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INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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OBJECTIVE WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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

Maryland College and Career-Ready Standards
Language Arts
Grade 6 - Adopted: 2010/Implemented 2013 (CCSS)

STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Reading**

TOPIC / INDICATOR		Key Ideas and Details
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INDICATOR / PROFICIENCY LEVEL CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

INDICATOR / PROFICIENCY LEVEL	CCRA.R. 2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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INDICATOR / PROFICIENCY LEVEL	CCRA.R. 3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Reading**

TOPIC / INDICATOR		Craft and Structure
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INDICATOR / PROFICIENCY LEVEL	CCRA.R. 4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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INDICATOR / PROFICIENCY LEVEL	CCRA.R. 5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
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INDICATOR / PROFICIENCY LEVEL	CCRA.R. 6	Assess how point of view or purpose shapes the content and style of a text.
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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Reading**

TOPIC / INDICATOR		Integration of Knowledge and Ideas
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INDICATOR / PROFICIENCY LEVEL	CCRA.R. 7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Reading**

TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
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INDICATOR / PROFICIENCY LEVEL	CCRA.R. 10	Read and comprehend complex literary and informational texts independently and proficiently.
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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Writing**

TOPIC / INDICATOR		Text Types and Purposes
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
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**STRAND /
TOPIC /
STANDARD** **College and Career Readiness Anchor Standards for Writing**

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

**STRAND /
TOPIC /
STANDARD** **College and Career Readiness Anchor Standards for Writing**

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

**STRAND /
TOPIC /
STANDARD** **College and Career Readiness Anchor Standards for Speaking and Listening**

TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	CCRA.S L.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**STRAND /
TOPIC /
STANDARD** **College and Career Readiness Anchor Standards for Speaking and Listening**

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

**STRAND /
TOPIC /
STANDARD** **College and Career Readiness Anchor Standards for Language**

TOPIC / INDICATOR		Conventions of Standard English
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INDICATOR / PROFICIENCY LEVEL	CCRA.L. 1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR / PROFICIENCY LEVEL	CCRA.L. 2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STRAND / TOPIC / STANDARD	College and Career Readiness Anchor Standards for Language	
TOPIC / INDICATOR	Knowledge of Language	
INDICATOR / PROFICIENCY LEVEL	CCRA.L. 3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STRAND / TOPIC / STANDARD	College and Career Readiness Anchor Standards for Language	
TOPIC / INDICATOR	Vocabulary Acquisition and Use	
INDICATOR / PROFICIENCY LEVEL	CCRA.L. 4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / PROFICIENCY LEVEL	CCRA.L. 6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
STRAND / TOPIC / STANDARD	Reading Literature Standards	
TOPIC / INDICATOR	Key Ideas and Details	
INDICATOR / PROFICIENCY LEVEL	RL.6.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
INDICATOR / PROFICIENCY LEVEL	RL.6.3	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
STRAND / TOPIC / STANDARD	Reading Literature Standards	
TOPIC / INDICATOR	Craft and Structure	
INDICATOR / PROFICIENCY LEVEL	RL.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

INDICATOR / PROFICIENCY LEVEL	RL.6.5	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
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INDICATOR / PROFICIENCY LEVEL	RL.6.6	Explain how an author develops the point of view of the narrator or speaker in a text.
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STRAND / TOPIC / STANDARD **Reading Literature Standards**

TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
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INDICATOR / PROFICIENCY LEVEL	RL.6.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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STRAND / TOPIC / STANDARD **Writing Standards**

TOPIC / INDICATOR		Text Types and Purposes
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INDICATOR / PROFICIENCY LEVEL	W.6.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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OBJECTIVE	W.6.2.b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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STRAND / TOPIC / STANDARD **Writing Standards**

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

TOPIC / INDICATOR		Production and Distribution of Writing
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INDICATOR / PROFICIENCY LEVEL	W.6.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / PROFICIENCY LEVEL	W.6.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including Grade 6.)
INDICATOR / PROFICIENCY LEVEL	W.6.6	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

STRAND / TOPIC / STANDARD

Writing Standards

TOPIC / INDICATOR		Research to Build and Present Knowledge
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INDICATOR / PROFICIENCY LEVEL	W.6.8	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
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STRAND / TOPIC / STANDARD

Writing Standards

TOPIC / INDICATOR		Range of Writing
-------------------	--	-------------------------

INDICATOR / PROFICIENCY LEVEL	W.6.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline specific tasks, purposes, and audiences.
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STRAND / TOPIC / STANDARD

Speaking and Listening Standards

TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	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.

OBJECTIVE	SL.6.1.a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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OBJECTIVE	SL.6.1.b	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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OBJECTIVE	SL.6.1.c	Pose and respond to specific questions with elaboration and detail by making comments • that contribute to the topic, text, or issue under discussion.
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STRAND / TOPIC / STANDARD

Speaking and Listening Standards

TOPIC / INDICATOR		Presentation of Knowledge and Ideas
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INDICATOR / PROFICIENCY LEVEL	SL.6.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
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INDICATOR / PROFICIENCY LEVEL	SL.6.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See Grade 6 Language standards 1 and 3 for specific expectations.)
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STRAND / TOPIC / STANDARD **Language Standards**

TOPIC / INDICATOR		Conventions of Standard English
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INDICATOR / PROFICIENCY LEVEL	L.6.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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OBJECTIVE	L.6.1.d	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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OBJECTIVE	L.6.1.e	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
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STRAND / TOPIC / STANDARD **Language Standards**

TOPIC / INDICATOR		Conventions of Standard English
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INDICATOR / PROFICIENCY LEVEL	L.6.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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OBJECTIVE	L.6.2.b	Spell correctly.
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STRAND / TOPIC / STANDARD **Language Standards**

TOPIC / INDICATOR		Vocabulary Acquisition and Use
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INDICATOR / PROFICIENCY LEVEL	L.6.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 6 reading and content, choosing flexibly from a range of strategies.
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OBJECTIVE	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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OBJECTIVE	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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STRAND / TOPIC / STANDARD **Language Standards**

TOPIC / INDICATOR		Vocabulary Acquisition and Use
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INDICATOR / PROFICIENCY LEVEL	L.6.6	Acquire and use accurately Grade appropriate general academic and domain specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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STRAND / TOPIC / STANDARD **Writing In History/ Social Studies**

TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

OBJECTIVE	WHST.6-8.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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STRAND / TOPIC / STANDARD **Writing in Science & Technology**

TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

OBJECTIVE	WHST.6-8.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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UNIT 4: SUMMARIZING A REFERENCE Week 7 Page 61-74

**Maryland College and Career-Ready Standards
Language Arts
Grade 6 - Adopted: 2010/Implemented 2013 (CCSS)**

STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Reading**

TOPIC / INDICATOR		Key Ideas and Details
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INDICATOR / PROFICIENCY LEVEL	CCRA.R.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
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INDICATOR / PROFICIENCY LEVEL	CCRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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INDICATOR / PROFICIENCY LEVEL	CCRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Reading**

TOPIC / INDICATOR		Craft and Structure
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INDICATOR / PROFICIENCY LEVEL	CCRA.R. 4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
STRAND / TOPIC / STANDARD	College and Career Readiness Anchor Standards for Reading	
TOPIC / INDICATOR	Integration of Knowledge and Ideas	
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
STRAND / TOPIC / STANDARD	College and Career Readiness Anchor Standards for Reading	
TOPIC / INDICATOR	Range of Reading and Level of Text Complexity	
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 10	Read and comprehend complex literary and informational texts independently and proficiently.
STRAND / TOPIC / STANDARD	College and Career Readiness Anchor Standards for Writing	
TOPIC / INDICATOR	Text Types and Purposes	
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STRAND / TOPIC / STANDARD	College and Career Readiness Anchor Standards for Writing	
TOPIC / INDICATOR	Production and Distribution of Writing	
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**STRAND /
TOPIC /
STANDARD** **College and Career Readiness Anchor Standards for Writing**

TOPIC / INDICATOR		Research to Build and Present Knowledge
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
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**STRAND /
TOPIC /
STANDARD** **College and Career Readiness Anchor Standards for Writing**

TOPIC / INDICATOR		Range of Writing
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**STRAND /
TOPIC /
STANDARD** **College and Career Readiness Anchor Standards for Speaking and Listening**

TOPIC / INDICATOR		Comprehension and Collaboration
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INDICATOR / PROFICIENCY LEVEL	CCRA.S. L.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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**STRAND /
TOPIC /
STANDARD** **College and Career Readiness Anchor Standards for Language**

TOPIC / INDICATOR		Conventions of Standard English
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INDICATOR / PROFICIENCY LEVEL	CCRA.L. 2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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**STRAND /
TOPIC /
STANDARD** **College and Career Readiness Anchor Standards for Language**

TOPIC / INDICATOR		Knowledge of Language
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INDICATOR / PROFICIENCY LEVEL	CCRA.L. 3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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**STRAND /
TOPIC /
STANDARD** **College and Career Readiness Anchor Standards for Language**

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

TOPIC / INDICATOR		Key Ideas and Details
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INDICATOR / PROFICIENCY LEVEL	RL.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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STRAND / TOPIC / STANDARD **Reading Informational Text Standards**

TOPIC / INDICATOR		Key Ideas and Details
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INDICATOR / PROFICIENCY LEVEL	RI.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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INDICATOR / PROFICIENCY LEVEL	RI.6.2	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
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INDICATOR / PROFICIENCY LEVEL	RI.6.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
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STRAND / TOPIC / STANDARD **Reading Informational Text Standards**

TOPIC / INDICATOR		Craft and Structure
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INDICATOR / PROFICIENCY LEVEL	RI.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
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INDICATOR / PROFICIENCY LEVEL	RI.6.5	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
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STRAND / TOPIC / STANDARD **Reading Informational Text Standards**

TOPIC / INDICATOR		Integration of Knowledge and Ideas
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INDICATOR / PROFICIENCY LEVEL	RI.6.7	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
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STRAND / TOPIC / STANDARD **Writing Standards**

TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.6.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

OBJECTIVE	W.6.2.a	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting(e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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OBJECTIVE	W.6.2.b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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OBJECTIVE	W.6.2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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STRAND / TOPIC / STANDARD **Writing Standards**

TOPIC / INDICATOR		Production and Distribution of Writing
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INDICATOR / PROFICIENCY LEVEL	W.6.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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INDICATOR / PROFICIENCY LEVEL	W.6.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including Grade 6.)
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INDICATOR / PROFICIENCY LEVEL	W.6.6	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
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STRAND / TOPIC / STANDARD **Writing Standards**

TOPIC / INDICATOR		Research to Build and Present Knowledge
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INDICATOR / PROFICIENCY LEVEL	W.6.7	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
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INDICATOR / PROFICIENCY LEVEL	W.6.8	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
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**STRAND /
TOPIC /
STANDARD**

Writing Standards

TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	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.

**STRAND /
TOPIC /
STANDARD**

Speaking and Listening Standards

TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	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.
OBJECTIVE	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.
OBJECTIVE	SL.6.1.b	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
OBJECTIVE	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.

**STRAND /
TOPIC /
STANDARD**

Language Standards

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

**STRAND /
TOPIC /
STANDARD**

Language Standards

TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.6.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	L.6.2.b	Spell correctly.

**STRAND /
TOPIC /
STANDARD**

Language Standards

TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	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.

OBJECTIVE 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.

OBJECTIVE 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).

STRAND / TOPIC / STANDARD Language Standards

TOPIC / INDICATOR		Vocabulary Acquisition and Use
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INDICATOR / PROFICIENCY LEVEL L.6.6 Acquire and use accurately Grade appropriate general academic and domain specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STRAND / TOPIC / STANDARD Writing In History/ Social Studies

TOPIC / INDICATOR		Production and Distribution of Writing
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INDICATOR / PROFICIENCY LEVEL CCR Anchor Standard 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

OBJECTIVE WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

STRAND / TOPIC / STANDARD Writing in Science & Technology

TOPIC / INDICATOR		Production and Distribution of Writing
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INDICATOR / PROFICIENCY LEVEL CCR Anchor Standard 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

OBJECTIVE WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

STRAND / TOPIC / STANDARD College and Career Readiness Anchor Standards for Reading

TOPIC / INDICATOR		Key Ideas and Details
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INDICATOR / PROFICIENCY LEVEL	CCRA.R. 1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Reading**

TOPIC / INDICATOR **Craft and Structure**

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

STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Reading**

TOPIC / INDICATOR **Integration of Knowledge and Ideas**

INDICATOR / PROFICIENCY LEVEL	CCRA.R. 7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Reading**

TOPIC / INDICATOR **Range of Reading and Level of Text Complexity**

INDICATOR / PROFICIENCY LEVEL	CCRA.R. 10	Read and comprehend complex literary and informational texts independently and proficiently.
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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Writing**

TOPIC / INDICATOR **Text Types and Purposes**

INDICATOR / PROFICIENCY LEVEL	CCRA.W. 2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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**STRAND /
TOPIC /
STANDARD**

College and Career Readiness Anchor Standards for Writing

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

**STRAND /
TOPIC /
STANDARD**

College and Career Readiness Anchor Standards for Writing

TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

**STRAND /
TOPIC /
STANDARD**

College and Career Readiness Anchor Standards for Writing

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

**STRAND /
TOPIC /
STANDARD**

College and Career Readiness Anchor Standards for Speaking and Listening

TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	CCRA.S L.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**STRAND /
TOPIC /
STANDARD**

College and Career Readiness Anchor Standards for Language

TOPIC / INDICATOR		Conventions of Standard English
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INDICATOR / PROFICIENCY LEVEL	CCRA.L. 2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Language**

TOPIC / INDICATOR		Knowledge of Language
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INDICATOR / PROFICIENCY LEVEL	CCRA.L. 3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Language**

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

TOPIC / INDICATOR		Key Ideas and Details
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INDICATOR / PROFICIENCY LEVEL	RL.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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STRAND / TOPIC / STANDARD **Reading Informational Text Standards**

TOPIC / INDICATOR		Key Ideas and Details
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INDICATOR / PROFICIENCY LEVEL	RI.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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INDICATOR / PROFICIENCY LEVEL	RI.6.2	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
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INDICATOR / PROFICIENCY LEVEL	RI.6.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
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**STRAND /
TOPIC /
STANDARD**

Reading Informational Text Standards

TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RI.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
INDICATOR / PROFICIENCY LEVEL	RI.6.5	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

**STRAND /
TOPIC /
STANDARD**

Reading Informational Text Standards

TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	RI.6.7	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

**STRAND /
TOPIC /
STANDARD**

Writing Standards

TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.6.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
OBJECTIVE	W.6.2.a	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting(e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	W.6.2.b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
OBJECTIVE	W.6.2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.

**STRAND /
TOPIC /
STANDARD**

Writing Standards

TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	W.6.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / PROFICIENCY LEVEL	W.6.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including Grade 6.)

INDICATOR / PROFICIENCY LEVEL	W.6.6	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
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STRAND / TOPIC / STANDARD

Writing Standards

TOPIC / INDICATOR		Research to Build and Present Knowledge
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INDICATOR / PROFICIENCY LEVEL	W.6.7	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
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INDICATOR / PROFICIENCY LEVEL	W.6.8	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
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STRAND / TOPIC / STANDARD

Writing Standards

TOPIC / INDICATOR		Range of Writing
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INDICATOR / PROFICIENCY LEVEL	W.6.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline specific tasks, purposes, and audiences.
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STRAND / TOPIC / STANDARD

Speaking and Listening Standards

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

Language Standards

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

Language Standards

TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.6.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

OBJECTIVE	L.6.2.b	Spell correctly.
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**STRAND /
TOPIC /
STANDARD**

Language Standards

TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	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.

OBJECTIVE	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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OBJECTIVE	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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**STRAND /
TOPIC /
STANDARD**

Language Standards

TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.6.6	Acquire and use accurately Grade appropriate general academic and domain specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**STRAND /
TOPIC /
STANDARD**

Writing In History/ Social Studies

TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

OBJECTIVE	WHST.6-8.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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**STRAND /
TOPIC /
STANDARD**

Writing in Science & Technology

TOPIC / INDICATOR		Production and Distribution of Writing
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INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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OBJECTIVE WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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

Maryland College and Career-Ready Standards
Language Arts
Grade 6 - Adopted: 2010/Implemented 2013 (CCSS)

STRAND / TOPIC / STANDARD College and Career Readiness Anchor Standards for Reading

TOPIC / INDICATOR		Key Ideas and Details
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INDICATOR / PROFICIENCY LEVEL	CCRA.R. 1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
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INDICATOR / PROFICIENCY LEVEL	CCRA.R. 2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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INDICATOR / PROFICIENCY LEVEL	CCRA.R. 3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
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STRAND / TOPIC / STANDARD College and Career Readiness Anchor Standards for Reading

TOPIC / INDICATOR		Craft and Structure
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INDICATOR / PROFICIENCY LEVEL	CCRA.R. 4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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INDICATOR / PROFICIENCY LEVEL	CCRA.R. 5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
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STRAND / TOPIC / STANDARD College and Career Readiness Anchor Standards for Reading

TOPIC / INDICATOR		Integration of Knowledge and Ideas
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INDICATOR / PROFICIENCY LEVEL	CCRA.R. 7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
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STRAND / TOPIC / STANDARD College and Career Readiness Anchor Standards for Reading

TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
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INDICATOR / PROFICIENCY LEVEL	CCRA.R. 10	Read and comprehend complex literary and informational texts independently and proficiently.
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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Writing**

TOPIC / INDICATOR		Text Types and Purposes
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Writing**

TOPIC / INDICATOR		Production and Distribution of Writing
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Writing**

TOPIC / INDICATOR		Research to Build and Present Knowledge
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Writing**

TOPIC / INDICATOR		Range of Writing
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Speaking and Listening**

TOPIC / INDICATOR		Comprehension and Collaboration
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INDICATOR / PROFICIENCY LEVEL	CCRA.S L.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Language**

TOPIC / INDICATOR		Conventions of Standard English
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INDICATOR / PROFICIENCY LEVEL	CCRA.L. 2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Language**

TOPIC / INDICATOR		Knowledge of Language
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INDICATOR / PROFICIENCY LEVEL	CCRA.L. 3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Language**

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

TOPIC / INDICATOR		Key Ideas and Details
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INDICATOR / PROFICIENCY LEVEL	RL.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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STRAND / TOPIC / STANDARD **Reading Informational Text Standards**

TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RI.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATOR / PROFICIENCY LEVEL	RI.6.2	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
INDICATOR / PROFICIENCY LEVEL	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).

STRAND / TOPIC / STANDARD **Reading Informational Text Standards**

TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RI.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
INDICATOR / PROFICIENCY LEVEL	RI.6.5	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

STRAND / TOPIC / STANDARD **Reading Informational Text Standards**

TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	RI.6.7	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

STRAND / TOPIC / STANDARD **Writing Standards**

TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.6.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
OBJECTIVE	W.6.2.a	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting(e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	W.6.2.b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

OBJECTIVE	W.6.2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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STRAND / TOPIC / STANDARD **Writing Standards**

TOPIC / INDICATOR		Production and Distribution of Writing
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INDICATOR / PROFICIENCY LEVEL	W.6.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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INDICATOR / PROFICIENCY LEVEL	W.6.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including Grade 6.)
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INDICATOR / PROFICIENCY LEVEL	W.6.6	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
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STRAND / TOPIC / STANDARD **Writing Standards**

TOPIC / INDICATOR		Research to Build and Present Knowledge
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INDICATOR / PROFICIENCY LEVEL	W.6.7	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
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INDICATOR / PROFICIENCY LEVEL	W.6.8	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
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STRAND / TOPIC / STANDARD **Writing Standards**

TOPIC / INDICATOR		Range of Writing
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INDICATOR / PROFICIENCY LEVEL	W.6.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline specific tasks, purposes, and audiences.
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STRAND / TOPIC / STANDARD **Speaking and Listening Standards**

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

Language Standards

TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.6.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

OBJECTIVE	L.6.1.c	Recognize and correct inappropriate shifts in pronoun number and person.
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OBJECTIVE	L.6.1.d	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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OBJECTIVE	L.6.1.e	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
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**STRAND /
TOPIC /
STANDARD**

Language Standards

TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.6.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

OBJECTIVE	L.6.2.b	Spell correctly.
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**STRAND /
TOPIC /
STANDARD**

Language Standards

TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	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.

OBJECTIVE	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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OBJECTIVE	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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**STRAND /
TOPIC /
STANDARD**

Language Standards

TOPIC / INDICATOR		Vocabulary Acquisition and Use
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INDICATOR / PROFICIENCY LEVEL	L.6.6	Acquire and use accurately Grade appropriate general academic and domain specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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STRAND / TOPIC / STANDARD

Writing In History/ Social Studies

TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

OBJECTIVE	WHST.6-8.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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STRAND / TOPIC / STANDARD

Writing in Science & Technology

TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

OBJECTIVE	WHST.6-8.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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UNIT 5: WRITING FROM PICTURES Week 10 Page 89-98

Maryland College and Career-Ready Standards

Language Arts

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

STRAND / TOPIC / STANDARD

College and Career Readiness Anchor Standards for Reading

TOPIC / INDICATOR		Key Ideas and Details
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INDICATOR / PROFICIENCY LEVEL	CCRA.R.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
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INDICATOR / PROFICIENCY LEVEL	CCRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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INDICATOR / PROFICIENCY LEVEL	CCRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
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STRAND / TOPIC / STANDARD

College and Career Readiness Anchor Standards for Reading

TOPIC / INDICATOR		Craft and Structure
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INDICATOR / PROFICIENCY LEVEL	4	CCRA.R. 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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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Reading**

TOPIC / INDICATOR		Integration of Knowledge and Ideas
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INDICATOR / PROFICIENCY LEVEL	7	CCRA.R. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Reading**

TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
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INDICATOR / PROFICIENCY LEVEL	10	CCRA.R. Read and comprehend complex literary and informational texts independently and proficiently.
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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Writing**

TOPIC / INDICATOR		Text Types and Purposes
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INDICATOR / PROFICIENCY LEVEL	2	CCRA.W. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Writing**

TOPIC / INDICATOR		Production and Distribution of Writing
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INDICATOR / PROFICIENCY LEVEL	4	CCRA.W. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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INDICATOR / PROFICIENCY LEVEL	5	CCRA.W. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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INDICATOR / PROFICIENCY LEVEL	6	CCRA.W. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Writing**

TOPIC / INDICATOR		Research to Build and Present Knowledge
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INDICATOR / PROFICIENCY LEVEL	8	CCRA.W. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Writing**

TOPIC / INDICATOR		Range of Writing
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INDICATOR / PROFICIENCY LEVEL	10	CCRA.W. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Language**

TOPIC / INDICATOR		Conventions of Standard English
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INDICATOR / PROFICIENCY LEVEL	2	CCRA.L. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Language**

TOPIC / INDICATOR		Knowledge of Language
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INDICATOR / PROFICIENCY LEVEL	3	CCRA.L. 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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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Language**

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

TOPIC / INDICATOR		Key Ideas and Details
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INDICATOR / PROFICIENCY LEVEL	RL.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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**STRAND /
TOPIC /
STANDARD****Reading Informational Text Standards**

TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RI.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATOR / PROFICIENCY LEVEL	RI.6.2	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
INDICATOR / PROFICIENCY LEVEL	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).

**STRAND /
TOPIC /
STANDARD****Reading Informational Text Standards**

TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RI.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

**STRAND /
TOPIC /
STANDARD****Reading Informational Text Standards**

TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	RI.6.7	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

**STRAND /
TOPIC /
STANDARD****Writing Standards**

TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.6.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
OBJECTIVE	W.6.2.a	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	W.6.2.b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
OBJECTIVE	W.6.2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.

**STRAND /
TOPIC /
STANDARD**

Writing Standards

TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	W.6.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / PROFICIENCY LEVEL	W.6.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including Grade 6.)
INDICATOR / PROFICIENCY LEVEL	W.6.6	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

**STRAND /
TOPIC /
STANDARD**

Writing Standards

TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	W.6.7	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

**STRAND /
TOPIC /
STANDARD**

Writing Standards

TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	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.

**STRAND /
TOPIC /
STANDARD**

Language Standards

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

**STRAND /
TOPIC /
STANDARD**

Language Standards

TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.6.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

OBJECTIVE L.6.2.b Spell correctly.

STRAND / TOPIC / STANDARD **Language Standards**

TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	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.

OBJECTIVE 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.

OBJECTIVE 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.

OBJECTIVE 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).

STRAND / TOPIC / STANDARD **Language Standards**

TOPIC / INDICATOR		Vocabulary Acquisition and Use
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INDICATOR / PROFICIENCY LEVEL L.6.6 Acquire and use accurately Grade appropriate general academic and domain specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STRAND / TOPIC / STANDARD **Writing In History/ Social Studies**

TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

OBJECTIVE WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

STRAND / TOPIC / STANDARD **Writing in Science & Technology**

TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

OBJECTIVE	WHST.6-8.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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UNIT 5: WRITING FROM PICTURES Week 11 Page 99-106

Maryland College and Career-Ready Standards
Language Arts

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

STRAND / TOPIC / STANDARD College and Career Readiness Anchor Standards for Reading

TOPIC / INDICATOR Key Ideas and Details

INDICATOR / PROFICIENCY LEVEL CCRA.R. 1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

INDICATOR / PROFICIENCY LEVEL CCRA.R. 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

INDICATOR / PROFICIENCY LEVEL CCRA.R. 3 Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

STRAND / TOPIC / STANDARD College and Career Readiness Anchor Standards for Reading

TOPIC / INDICATOR Craft and Structure

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

STRAND / TOPIC / STANDARD College and Career Readiness Anchor Standards for Reading

TOPIC / INDICATOR Integration of Knowledge and Ideas

INDICATOR / PROFICIENCY LEVEL CCRA.R. 7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

STRAND / TOPIC / STANDARD College and Career Readiness Anchor Standards for Reading

TOPIC / INDICATOR Range of Reading and Level of Text Complexity

INDICATOR / PROFICIENCY LEVEL CCRA.R. 10 Read and comprehend complex literary and informational texts independently and proficiently.

**STRAND /
TOPIC /
STANDARD** **College and Career Readiness Anchor Standards for Writing**

TOPIC / INDICATOR		Text Types and Purposes
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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**STRAND /
TOPIC /
STANDARD** **College and Career Readiness Anchor Standards for Writing**

TOPIC / INDICATOR		Production and Distribution of Writing
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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**STRAND /
TOPIC /
STANDARD** **College and Career Readiness Anchor Standards for Writing**

TOPIC / INDICATOR		Research to Build and Present Knowledge
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
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**STRAND /
TOPIC /
STANDARD** **College and Career Readiness Anchor Standards for Writing**

TOPIC / INDICATOR		Range of Writing
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**STRAND /
TOPIC /
STANDARD** **College and Career Readiness Anchor Standards for Language**

TOPIC / INDICATOR		Conventions of Standard English
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INDICATOR / PROFICIENCY LEVEL	CCRA.L. 2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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**STRAND /
TOPIC /
STANDARD**

College and Career Readiness Anchor Standards for Language

TOPIC / INDICATOR		Knowledge of Language
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INDICATOR / PROFICIENCY LEVEL	CCRA.L. 3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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**STRAND /
TOPIC /
STANDARD**

College and Career Readiness Anchor Standards for Language

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

Reading Literature Standards

TOPIC / INDICATOR		Key Ideas and Details
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INDICATOR / PROFICIENCY LEVEL	RL.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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**STRAND /
TOPIC /
STANDARD**

Reading Informational Text Standards

TOPIC / INDICATOR		Key Ideas and Details
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INDICATOR / PROFICIENCY LEVEL	RI.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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INDICATOR / PROFICIENCY LEVEL	RI.6.2	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
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INDICATOR / PROFICIENCY LEVEL	RI.6.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
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**STRAND /
TOPIC /
STANDARD**

Reading Informational Text Standards

TOPIC / INDICATOR		Craft and Structure
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INDICATOR / PROFICIENCY LEVEL	RI.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
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STRAND / TOPIC / STANDARD **Reading Informational Text Standards**

TOPIC / INDICATOR		Integration of Knowledge and Ideas
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INDICATOR / PROFICIENCY LEVEL	RI.6.7	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
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STRAND / TOPIC / STANDARD **Writing Standards**

TOPIC / INDICATOR		Text Types and Purposes
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INDICATOR / PROFICIENCY LEVEL	W.6.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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OBJECTIVE	W.6.2.a	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting(e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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OBJECTIVE	W.6.2.b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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OBJECTIVE	W.6.2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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STRAND / TOPIC / STANDARD **Writing Standards**

TOPIC / INDICATOR		Production and Distribution of Writing
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INDICATOR / PROFICIENCY LEVEL	W.6.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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INDICATOR / PROFICIENCY LEVEL	W.6.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including Grade 6.)
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INDICATOR / PROFICIENCY LEVEL	W.6.6	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
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STRAND / TOPIC / STANDARD **Writing Standards**

TOPIC / INDICATOR		Research to Build and Present Knowledge
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INDICATOR / PROFICIENCY LEVEL	W.6.7	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
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STRAND / TOPIC / STANDARD **Writing Standards**

TOPIC / INDICATOR		Range of Writing
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INDICATOR / PROFICIENCY LEVEL	W.6.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline specific tasks, purposes, and audiences.
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STRAND / TOPIC / STANDARD **Language Standards**

TOPIC / INDICATOR		Conventions of Standard English
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INDICATOR / PROFICIENCY LEVEL	L.6.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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OBJECTIVE	L.6.1.d	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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OBJECTIVE	L.6.1.e	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
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STRAND / TOPIC / STANDARD **Language Standards**

TOPIC / INDICATOR		Conventions of Standard English
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INDICATOR / PROFICIENCY LEVEL	L.6.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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OBJECTIVE	L.6.2.b	Spell correctly.
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STRAND / TOPIC / STANDARD **Language Standards**

TOPIC / INDICATOR		Vocabulary Acquisition and Use
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INDICATOR / PROFICIENCY LEVEL	L.6.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 6 reading and content, choosing flexibly from a range of strategies.
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OBJECTIVE	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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OBJECTIVE	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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**STRAND /
TOPIC /
STANDARD** **Language Standards**

TOPIC / INDICATOR		Vocabulary Acquisition and Use
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INDICATOR / PROFICIENCY LEVEL L.6.6 Acquire and use accurately Grade appropriate general academic and domain specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**STRAND /
TOPIC /
STANDARD** **Writing In History/ Social Studies**

TOPIC / INDICATOR		Production and Distribution of Writing
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INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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OBJECTIVE WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**STRAND /
TOPIC /
STANDARD** **Writing in Science & Technology**

TOPIC / INDICATOR		Production and Distribution of Writing
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INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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OBJECTIVE WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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

**Maryland College and Career-Ready Standards
Language Arts
Grade 6 - Adopted: 2010/Implemented 2013 (CCSS)**

**STRAND /
TOPIC /
STANDARD** **College and Career Readiness Anchor Standards for Reading**

TOPIC / INDICATOR		Key Ideas and Details
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INDICATOR / PROFICIENCY LEVEL CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

INDICATOR / PROFICIENCY LEVEL CCRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

INDICATOR / PROFICIENCY LEVEL CCRA.R.3 Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

**STRAND /
TOPIC /
STANDARD** **College and Career Readiness Anchor Standards for Reading**

TOPIC / INDICATOR		Craft and Structure
------------------------------	--	----------------------------

INDICATOR / PROFICIENCY LEVEL	CCRA.R. 4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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**STRAND /
TOPIC /
STANDARD** **College and Career Readiness Anchor Standards for Reading**

TOPIC / INDICATOR		Integration of Knowledge and Ideas
------------------------------	--	---

INDICATOR / PROFICIENCY LEVEL	CCRA.R. 7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
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**STRAND /
TOPIC /
STANDARD** **College and Career Readiness Anchor Standards for Reading**

TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
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INDICATOR / PROFICIENCY LEVEL	CCRA.R. 10	Read and comprehend complex literary and informational texts independently and proficiently.
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**STRAND /
TOPIC /
STANDARD** **College and Career Readiness Anchor Standards for Writing**

TOPIC / INDICATOR		Text Types and Purposes
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
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**STRAND /
TOPIC /
STANDARD** **College and Career Readiness Anchor Standards for Writing**

TOPIC / INDICATOR		Production and Distribution of Writing
------------------------------	--	---

INDICATOR / PROFICIENCY LEVEL	CCRA.W. 4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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**STRAND /
TOPIC /
STANDARD** **College and Career Readiness Anchor Standards for Writing**

TOPIC / INDICATOR		Range of Writing
------------------------------	--	-------------------------

INDICATOR / PROFICIENCY LEVEL	CCRA.W. 10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**STRAND /
TOPIC /
STANDARD** **College and Career Readiness Anchor Standards for Language**

TOPIC / INDICATOR		Conventions of Standard English
------------------------------	--	--

INDICATOR / PROFICIENCY LEVEL	CCRA.L. 2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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**STRAND /
TOPIC /
STANDARD** **College and Career Readiness Anchor Standards for Language**

TOPIC / INDICATOR		Knowledge of Language
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INDICATOR / PROFICIENCY LEVEL	CCRA.L. 3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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**STRAND /
TOPIC /
STANDARD** **College and Career Readiness Anchor Standards for Language**

TOPIC / INDICATOR		Vocabulary Acquisition and Use
------------------------------	--	---------------------------------------

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

TOPIC / INDICATOR		Key Ideas and Details
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INDICATOR / PROFICIENCY LEVEL	RL.6.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
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INDICATOR / PROFICIENCY LEVEL	RL.6.3	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
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**STRAND /
TOPIC /
STANDARD** **Reading Literature Standards**

TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
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INDICATOR / PROFICIENCY LEVEL	RL.6.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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**STRAND /
TOPIC /
STANDARD** **Writing Standards**

TOPIC / INDICATOR		Text Types and Purposes
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INDICATOR / PROFICIENCY LEVEL	W.6.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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OBJECTIVE	W.6.2.a	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting(e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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**STRAND /
TOPIC /
STANDARD** **Writing Standards**

TOPIC / INDICATOR		Text Types and Purposes
------------------------------	--	--------------------------------

INDICATOR / PROFICIENCY LEVEL	W.6.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
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OBJECTIVE	W.6.3.a	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
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OBJECTIVE	W.6.3.b	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
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OBJECTIVE	W.6.3.d	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
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**STRAND /
TOPIC /
STANDARD** **Writing Standards**

TOPIC / INDICATOR		Production and Distribution of Writing
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INDICATOR / PROFICIENCY LEVEL	W.6.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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INDICATOR / PROFICIENCY LEVEL	W.6.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including Grade 6.)
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INDICATOR / PROFICIENCY LEVEL	W.6.6	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
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STRAND / TOPIC / STANDARD

Writing Standards

TOPIC / INDICATOR		Range of Writing
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INDICATOR / PROFICIENCY LEVEL	W.6.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline specific tasks, purposes, and audiences.
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STRAND / TOPIC / STANDARD

Language Standards

TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.6.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

OBJECTIVE	L.6.1.d	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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OBJECTIVE	L.6.1.e	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
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STRAND / TOPIC / STANDARD

Language Standards

TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.6.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

OBJECTIVE	L.6.2.b	Spell correctly.
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STRAND / TOPIC / STANDARD

Language Standards

TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	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.

OBJECTIVE	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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OBJECTIVE	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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**STRAND /
TOPIC /
STANDARD**

Language Standards

TOPIC / INDICATOR		Vocabulary Acquisition and Use
------------------------------	--	---------------------------------------

INDICATOR / PROFICIENCY LEVEL L.6.6 Acquire and use accurately Grade appropriate general academic and domain specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**STRAND /
TOPIC /
STANDARD**

Writing In History/ Social Studies

TOPIC / INDICATOR		Production and Distribution of Writing
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INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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OBJECTIVE WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**STRAND /
TOPIC /
STANDARD**

Writing in Science & Technology

TOPIC / INDICATOR		Production and Distribution of Writing
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INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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OBJECTIVE WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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

Maryland College and Career-Ready Standards

Language Arts

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

**STRAND /
TOPIC /
STANDARD**

College and Career Readiness Anchor Standards for Reading

TOPIC / INDICATOR		Key Ideas and Details
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INDICATOR / PROFICIENCY LEVEL CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

INDICATOR / PROFICIENCY LEVEL CCRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

INDICATOR / PROFICIENCY LEVEL CCRA.R.3 Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

**STRAND /
TOPIC /
STANDARD**

College and Career Readiness Anchor Standards for Reading

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

**STRAND /
TOPIC /
STANDARD**

College and Career Readiness Anchor Standards for Reading

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

**STRAND /
TOPIC /
STANDARD**

College and Career Readiness Anchor Standards for Reading

TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 10	Read and comprehend complex literary and informational texts independently and proficiently.

**STRAND /
TOPIC /
STANDARD**

College and Career Readiness Anchor Standards for Writing

TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**STRAND /
TOPIC /
STANDARD**

College and Career Readiness Anchor Standards for Writing

TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

INDICATOR / PROFICIENCY LEVEL	CCRA.W. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Writing**

TOPIC / INDICATOR		Research to Build and Present Knowledge
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Writing**

TOPIC / INDICATOR		Range of Writing
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Speaking and Listening**

TOPIC / INDICATOR		Comprehension and Collaboration
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INDICATOR / PROFICIENCY LEVEL	CCRA.S L.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Language**

TOPIC / INDICATOR		Conventions of Standard English
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INDICATOR / PROFICIENCY LEVEL	CCRA.L. 2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Language**

TOPIC / INDICATOR		Knowledge of Language
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INDICATOR / PROFICIENCY LEVEL	CCRA.L. 3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Language**

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

TOPIC / INDICATOR		Key Ideas and Details
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INDICATOR / PROFICIENCY LEVEL	RL.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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STRAND / TOPIC / STANDARD **Reading Informational Text Standards**

TOPIC / INDICATOR		Key Ideas and Details
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INDICATOR / PROFICIENCY LEVEL	RI.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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INDICATOR / PROFICIENCY LEVEL	RI.6.2	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
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INDICATOR / PROFICIENCY LEVEL	RI.6.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
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STRAND / TOPIC / STANDARD **Reading Informational Text Standards**

TOPIC / INDICATOR		Craft and Structure
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INDICATOR / PROFICIENCY LEVEL	RI.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
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INDICATOR / PROFICIENCY LEVEL	RI.6.5	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
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STRAND / TOPIC / STANDARD **Reading Informational Text Standards**

TOPIC / INDICATOR		Integration of Knowledge and Ideas
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INDICATOR / PROFICIENCY LEVEL	RI.6.7	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
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INDICATOR / PROFICIENCY LEVEL	RI.6.9	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
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STRAND / TOPIC / STANDARD **Writing Standards**

TOPIC / INDICATOR		Text Types and Purposes
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INDICATOR / PROFICIENCY LEVEL	W.6.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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OBJECTIVE	W.6.2.a	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting(e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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OBJECTIVE	W.6.2.b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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OBJECTIVE	W.6.2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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STRAND / TOPIC / STANDARD **Writing Standards**

TOPIC / INDICATOR		Production and Distribution of Writing
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INDICATOR / PROFICIENCY LEVEL	W.6.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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INDICATOR / PROFICIENCY LEVEL	W.6.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including Grade 6.)
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INDICATOR / PROFICIENCY LEVEL	W.6.6	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
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**STRAND /
TOPIC /
STANDARD**

Writing Standards

TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	W.6.7	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
INDICATOR / PROFICIENCY LEVEL	W.6.8	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

**STRAND /
TOPIC /
STANDARD**

Writing Standards

TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	W.6.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.

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

**STRAND /
TOPIC /
STANDARD**

Writing Standards

TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	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.

**STRAND /
TOPIC /
STANDARD**

Speaking and Listening Standards

TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	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.

OBJECTIVE 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.

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

OBJECTIVE 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.

**STRAND /
TOPIC /
STANDARD**

Language Standards

TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.6.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

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

STRAND / TOPIC / STANDARD Language Standards

TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.6.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

OBJECTIVE L.6.2.b Spell correctly.

STRAND / TOPIC / STANDARD Language Standards

TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	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.

OBJECTIVE 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.

OBJECTIVE 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).

STRAND / TOPIC / STANDARD Language Standards

TOPIC / INDICATOR		Vocabulary Acquisition and Use
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INDICATOR / PROFICIENCY LEVEL L.6.6 Acquire and use accurately Grade appropriate general academic and domain specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STRAND / TOPIC / STANDARD Writing In History/ Social Studies

TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

OBJECTIVE	WHST.6-8.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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STRAND / TOPIC / STANDARD **Writing in Science & Technology**

TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

OBJECTIVE	WHST.6-8.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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**Maryland College and Career-Ready Standards
Language Arts
Grade 6 - Adopted: 2010/Implemented 2013 (CCSS)**

STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Reading**

TOPIC / INDICATOR		Key Ideas and Details
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INDICATOR / PROFICIENCY LEVEL	CCRA.R.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
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INDICATOR / PROFICIENCY LEVEL	CCRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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INDICATOR / PROFICIENCY LEVEL	CCRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Reading**

TOPIC / INDICATOR		Craft and Structure
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INDICATOR / PROFICIENCY LEVEL	CCRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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INDICATOR / PROFICIENCY LEVEL	CCRA.R.5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Reading**

TOPIC / INDICATOR		Integration of Knowledge and Ideas
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INDICATOR / PROFICIENCY LEVEL	CCRA.R. 7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
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INDICATOR / PROFICIENCY LEVEL	CCRA.R. 9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Reading**

TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
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INDICATOR / PROFICIENCY LEVEL	CCRA.R. 10	Read and comprehend complex literary and informational texts independently and proficiently.
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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Writing**

TOPIC / INDICATOR		Text Types and Purposes
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Writing**

TOPIC / INDICATOR		Production and Distribution of Writing
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Writing**

TOPIC / INDICATOR		Research to Build and Present Knowledge
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Writing**

TOPIC / INDICATOR		Range of Writing
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Speaking and Listening**

TOPIC / INDICATOR		Comprehension and Collaboration
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INDICATOR / PROFICIENCY LEVEL	CCRA.S L.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Language**

TOPIC / INDICATOR		Conventions of Standard English
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INDICATOR / PROFICIENCY LEVEL	CCRA.L. 2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Language**

TOPIC / INDICATOR		Knowledge of Language
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INDICATOR / PROFICIENCY LEVEL	CCRA.L. 3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Language**

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

TOPIC / INDICATOR		Key Ideas and Details
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INDICATOR / PROFICIENCY LEVEL	RL.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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STRAND / TOPIC / STANDARD **Reading Informational Text Standards**

TOPIC / INDICATOR		Key Ideas and Details
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INDICATOR / PROFICIENCY LEVEL	RI.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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INDICATOR / PROFICIENCY LEVEL	RI.6.2	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
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INDICATOR / PROFICIENCY LEVEL	RI.6.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
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STRAND / TOPIC / STANDARD **Reading Informational Text Standards**

TOPIC / INDICATOR		Craft and Structure
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INDICATOR / PROFICIENCY LEVEL	RI.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
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INDICATOR / PROFICIENCY LEVEL	RI.6.5	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
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STRAND / TOPIC / STANDARD **Reading Informational Text Standards**

TOPIC / INDICATOR		Integration of Knowledge and Ideas
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INDICATOR / PROFICIENCY LEVEL	RI.6.7	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
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INDICATOR / PROFICIENCY LEVEL	RI.6.9	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
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STRAND / TOPIC / STANDARD

Writing Standards

TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.6.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

OBJECTIVE	W.6.2.a	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting(e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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OBJECTIVE	W.6.2.b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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OBJECTIVE	W.6.2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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STRAND / TOPIC / STANDARD

Writing Standards

TOPIC / INDICATOR		Production and Distribution of Writing
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INDICATOR / PROFICIENCY LEVEL	W.6.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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INDICATOR / PROFICIENCY LEVEL	W.6.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including Grade 6.)
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INDICATOR / PROFICIENCY LEVEL	W.6.6	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
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STRAND / TOPIC / STANDARD

Writing Standards

TOPIC / INDICATOR		Research to Build and Present Knowledge
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INDICATOR / PROFICIENCY LEVEL	W.6.7	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
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INDICATOR / PROFICIENCY LEVEL	W.6.8	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
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**STRAND /
TOPIC /
STANDARD**

Writing Standards

TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	W.6.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.

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

**STRAND /
TOPIC /
STANDARD**

Writing Standards

TOPIC / INDICATOR		Range of Writing
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INDICATOR / PROFICIENCY LEVEL 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.

**STRAND /
TOPIC /
STANDARD**

Speaking and Listening Standards

TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	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.

OBJECTIVE 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.

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

OBJECTIVE 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.

**STRAND /
TOPIC /
STANDARD**

Language Standards

TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.6.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

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

**STRAND /
TOPIC /
STANDARD**

Language Standards

TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.6.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

OBJECTIVE L.6.2.b Spell correctly.

STRAND / TOPIC / STANDARD **Language Standards**

TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	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.

OBJECTIVE 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.

OBJECTIVE 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).

STRAND / TOPIC / STANDARD **Language Standards**

TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.6.6	Acquire and use accurately Grade appropriate general academic and domain specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STRAND / TOPIC / STANDARD **Writing In History/ Social Studies**

TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

OBJECTIVE WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

STRAND / TOPIC / STANDARD **Writing in Science & Technology**

TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

OBJECTIVE WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Maryland College and Career-Ready Standards

Language Arts

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

**STRAND /
TOPIC /
STANDARD****College and Career Readiness Anchor Standards for Reading**

TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

**STRAND /
TOPIC /
STANDARD****College and Career Readiness Anchor Standards for Reading**

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

**STRAND /
TOPIC /
STANDARD****College and Career Readiness Anchor Standards for Reading**

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

**STRAND /
TOPIC /
STANDARD****College and Career Readiness Anchor Standards for Reading**

TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
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INDICATOR / PROFICIENCY LEVEL	CCRA.R. 10	Read and comprehend complex literary and informational texts independently and proficiently.
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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Writing**

TOPIC / INDICATOR		Text Types and Purposes
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Writing**

TOPIC / INDICATOR		Production and Distribution of Writing
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Writing**

TOPIC / INDICATOR		Research to Build and Present Knowledge
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Writing**

TOPIC / INDICATOR		Range of Writing
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**STRAND /
TOPIC /
STANDARD**

College and Career Readiness Anchor Standards for Speaking and Listening

TOPIC / INDICATOR		Comprehension and Collaboration
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INDICATOR / PROFICIENCY LEVEL	CCRA.S L.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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**STRAND /
TOPIC /
STANDARD**

College and Career Readiness Anchor Standards for Language

TOPIC / INDICATOR		Conventions of Standard English
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INDICATOR / PROFICIENCY LEVEL	CCRA.L. 2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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**STRAND /
TOPIC /
STANDARD**

College and Career Readiness Anchor Standards for Language

TOPIC / INDICATOR		Knowledge of Language
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INDICATOR / PROFICIENCY LEVEL	CCRA.L. 3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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**STRAND /
TOPIC /
STANDARD**

College and Career Readiness Anchor Standards for Language

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

Reading Literature Standards

TOPIC / INDICATOR		Key Ideas and Details
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INDICATOR / PROFICIENCY LEVEL	RL.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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**STRAND /
TOPIC /
STANDARD**

Reading Informational Text Standards

TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RI.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATOR / PROFICIENCY LEVEL	RI.6.2	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
INDICATOR / PROFICIENCY LEVEL	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).

STRAND / TOPIC / STANDARD **Reading Informational Text Standards**

TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RI.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
INDICATOR / PROFICIENCY LEVEL	RI.6.5	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

STRAND / TOPIC / STANDARD **Reading Informational Text Standards**

TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	RI.6.7	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
INDICATOR / PROFICIENCY LEVEL	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).

STRAND / TOPIC / STANDARD **Writing Standards**

TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.6.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

OBJECTIVE W.6.2.a Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting(e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

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

TOPIC / INDICATOR		Production and Distribution of Writing
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INDICATOR / PROFICIENCY LEVEL	W.6.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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INDICATOR / PROFICIENCY LEVEL	W.6.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including Grade 6.)
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INDICATOR / PROFICIENCY LEVEL	W.6.6	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
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STRAND / TOPIC / STANDARD **Writing Standards**

TOPIC / INDICATOR		Research to Build and Present Knowledge
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INDICATOR / PROFICIENCY LEVEL	W.6.7	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
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INDICATOR / PROFICIENCY LEVEL	W.6.8	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
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STRAND / TOPIC / STANDARD **Writing Standards**

TOPIC / INDICATOR		Research to Build and Present Knowledge
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INDICATOR / PROFICIENCY LEVEL	W.6.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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OBJECTIVE	W.6.9.a	Apply Grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").
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STRAND / TOPIC / STANDARD **Writing Standards**

TOPIC / INDICATOR		Range of Writing
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INDICATOR / PROFICIENCY LEVEL	W.6.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline specific tasks, purposes, and audiences.
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STRAND / TOPIC / STANDARD **Speaking and Listening Standards**

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

TOPIC / INDICATOR		Conventions of Standard English
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INDICATOR / PROFICIENCY LEVEL	L.6.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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OBJECTIVE	L.6.1.d	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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OBJECTIVE	L.6.1.e	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
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STRAND / TOPIC / STANDARD **Language Standards**

TOPIC / INDICATOR		Conventions of Standard English
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INDICATOR / PROFICIENCY LEVEL	L.6.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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OBJECTIVE	L.6.2.b	Spell correctly.
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STRAND / TOPIC / STANDARD **Language Standards**

TOPIC / INDICATOR		Vocabulary Acquisition and Use
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INDICATOR / PROFICIENCY LEVEL	L.6.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 6 reading and content, choosing flexibly from a range of strategies.
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OBJECTIVE	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.
OBJECTIVE	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).

**STRAND /
TOPIC /
STANDARD**

Language Standards

TOPIC / INDICATOR		Vocabulary Acquisition and Use
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INDICATOR / PROFICIENCY LEVEL	L.6.6	Acquire and use accurately Grade appropriate general academic and domain specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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**STRAND /
TOPIC /
STANDARD**

Writing In History/ Social Studies

TOPIC / INDICATOR		Production and Distribution of Writing
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INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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OBJECTIVE	WHST.6-8.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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**STRAND /
TOPIC /
STANDARD**

Writing in Science & Technology

TOPIC / INDICATOR		Production and Distribution of Writing
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INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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OBJECTIVE	WHST.6-8.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 16 Page 153-158

Maryland College and Career-Ready Standards

Language Arts

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

**STRAND /
TOPIC /
STANDARD**

College and Career Readiness Anchor Standards for Reading

TOPIC / INDICATOR		Key Ideas and Details
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INDICATOR / PROFICIENCY LEVEL	CCR.A.R.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
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INDICATOR / PROFICIENCY LEVEL	CCRA.R. 2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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INDICATOR / PROFICIENCY LEVEL	CCRA.R. 3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Reading**

TOPIC / INDICATOR		Craft and Structure
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INDICATOR / PROFICIENCY LEVEL	CCRA.R. 4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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INDICATOR / PROFICIENCY LEVEL	CCRA.R. 5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Reading**

TOPIC / INDICATOR		Integration of Knowledge and Ideas
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INDICATOR / PROFICIENCY LEVEL	CCRA.R. 7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
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INDICATOR / PROFICIENCY LEVEL	CCRA.R. 9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Reading**

TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
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INDICATOR / PROFICIENCY LEVEL	CCRA.R. 10	Read and comprehend complex literary and informational texts independently and proficiently.
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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Writing**

TOPIC / INDICATOR		Text Types and Purposes
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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**STRAND /
TOPIC /
STANDARD**

College and Career Readiness Anchor Standards for Writing

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

**STRAND /
TOPIC /
STANDARD**

College and Career Readiness Anchor Standards for Writing

TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

**STRAND /
TOPIC /
STANDARD**

College and Career Readiness Anchor Standards for Writing

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

**STRAND /
TOPIC /
STANDARD**

College and Career Readiness Anchor Standards for Speaking and Listening

TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	CCRA.S L.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**STRAND /
TOPIC /
STANDARD**

College and Career Readiness Anchor Standards for Language

TOPIC / INDICATOR		Conventions of Standard English
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INDICATOR / PROFICIENCY LEVEL	CCRA.L. 2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Language**

TOPIC / INDICATOR		Knowledge of Language
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INDICATOR / PROFICIENCY LEVEL	CCRA.L. 3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Language**

TOPIC / INDICATOR		Vocabulary Acquisition and Use
--------------------------	--	---------------------------------------

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

TOPIC / INDICATOR		Key Ideas and Details
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INDICATOR / PROFICIENCY LEVEL	RL.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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STRAND / TOPIC / STANDARD **Reading Informational Text Standards**

TOPIC / INDICATOR		Key Ideas and Details
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INDICATOR / PROFICIENCY LEVEL	RI.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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INDICATOR / PROFICIENCY LEVEL	RI.6.2	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
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INDICATOR / PROFICIENCY LEVEL	RI.6.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
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**STRAND /
TOPIC /
STANDARD**

Reading Informational Text Standards

TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	Ri.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
INDICATOR / PROFICIENCY LEVEL	Ri.6.5	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

**STRAND /
TOPIC /
STANDARD**

Reading Informational Text Standards

TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	Ri.6.7	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
INDICATOR / PROFICIENCY LEVEL	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).

**STRAND /
TOPIC /
STANDARD**

Writing Standards

TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.6.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
OBJECTIVE	W.6.2.a	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting(e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	W.6.2.b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
OBJECTIVE	W.6.2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.

**STRAND /
TOPIC /
STANDARD**

Writing Standards

TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	W.6.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

INDICATOR / PROFICIENCY LEVEL	W.6.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including Grade 6.)
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INDICATOR / PROFICIENCY LEVEL	W.6.6	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
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STRAND / TOPIC / STANDARD **Writing Standards**

TOPIC / INDICATOR		Research to Build and Present Knowledge
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INDICATOR / PROFICIENCY LEVEL	W.6.7	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
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INDICATOR / PROFICIENCY LEVEL	W.6.8	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
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STRAND / TOPIC / STANDARD **Writing Standards**

TOPIC / INDICATOR		Research to Build and Present Knowledge
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INDICATOR / PROFICIENCY LEVEL	W.6.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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OBJECTIVE	W.6.9.a	Apply Grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").
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STRAND / TOPIC / STANDARD **Writing Standards**

TOPIC / INDICATOR		Range of Writing
--------------------------	--	-------------------------

INDICATOR / PROFICIENCY LEVEL	W.6.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline specific tasks, purposes, and audiences.
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STRAND / TOPIC / STANDARD **Speaking and Listening Standards**

TOPIC / INDICATOR		Comprehension and Collaboration
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INDICATOR / PROFICIENCY LEVEL	SL.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
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OBJECTIVE	SL.6.1.a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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OBJECTIVE	SL.6.1.b	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
OBJECTIVE	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.

**STRAND /
TOPIC /
STANDARD**

Language Standards

TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.6.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

OBJECTIVE	L.6.1.d	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
OBJECTIVE	L.6.1.e	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

**STRAND /
TOPIC /
STANDARD**

Language Standards

TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.6.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

OBJECTIVE	L.6.2.b	Spell correctly.
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**STRAND /
TOPIC /
STANDARD**

Language Standards

TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	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.

OBJECTIVE	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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OBJECTIVE	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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**STRAND /
TOPIC /
STANDARD**

Language Standards

TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.6.6	Acquire and use accurately Grade appropriate general academic and domain specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**STRAND /
TOPIC /
STANDARD**

Writing In History/ Social Studies

TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

OBJECTIVE WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**STRAND /
TOPIC /
STANDARD**

Writing in Science & Technology

TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

OBJECTIVE WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

UNIT 7: INVENTIVE WRITING Week 17 Page 159-164

**Maryland College and Career-Ready Standards
Language Arts
Grade 6 - Adopted: 2010/Implemented 2013 (CCSS)**

**STRAND /
TOPIC /
STANDARD**

College and Career Readiness Anchor Standards for Writing

TOPIC / INDICATOR		Text Types and Purposes
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INDICATOR / PROFICIENCY LEVEL CCRA.W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**STRAND /
TOPIC /
STANDARD**

College and Career Readiness Anchor Standards for Writing

TOPIC / INDICATOR		Production and Distribution of Writing
------------------------------	--	---

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

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

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

**STRAND /
TOPIC /
STANDARD**

College and Career Readiness Anchor Standards for Writing

TOPIC / INDICATOR		Range of Writing
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INDICATOR / PROFICIENCY LEVEL	CCRA.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**STRAND /
TOPIC /
STANDARD**

College and Career Readiness Anchor Standards for Speaking and Listening

TOPIC / INDICATOR		Comprehension and Collaboration
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INDICATOR / PROFICIENCY LEVEL	CCRA.S.L.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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**STRAND /
TOPIC /
STANDARD**

College and Career Readiness Anchor Standards for Language

TOPIC / INDICATOR		Conventions of Standard English
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INDICATOR / PROFICIENCY LEVEL	CCRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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**STRAND /
TOPIC /
STANDARD**

Writing Standards

TOPIC / INDICATOR		Text Types and Purposes
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INDICATOR / PROFICIENCY LEVEL	W.6.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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OBJECTIVE	W.6.2.a	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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OBJECTIVE	W.6.2.b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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OBJECTIVE	W.6.2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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OBJECTIVE	W.6.2.f	Provide a concluding statement or section that follows from the information or explanation presented.
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**STRAND /
TOPIC /
STANDARD**

Writing Standards

TOPIC / INDICATOR		Production and Distribution of Writing
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INDICATOR / PROFICIENCY LEVEL	W.6.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / PROFICIENCY LEVEL	W.6.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including Grade 6.)
INDICATOR / PROFICIENCY LEVEL	W.6.6	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

STRAND / TOPIC / STANDARD

Writing Standards

TOPIC / INDICATOR		Range of Writing
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INDICATOR / PROFICIENCY LEVEL	W.6.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline specific tasks, purposes, and audiences.
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STRAND / TOPIC / STANDARD

Speaking and Listening Standards

TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	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.

OBJECTIVE	SL.6.1.a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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OBJECTIVE	SL.6.1.b	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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OBJECTIVE	SL.6.1.c	Pose and respond to specific questions with elaboration and detail by making comments • that contribute to the topic, text, or issue under discussion.
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STRAND / TOPIC / STANDARD

Language Standards

TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.6.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

OBJECTIVE	L.6.1.d	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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OBJECTIVE	L.6.1.e	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
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**STRAND /
TOPIC /
STANDARD**

Language Standards

TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.6.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

OBJECTIVE L.6.2.b Spell correctly.

**STRAND /
TOPIC /
STANDARD**

Language Standards

TOPIC / INDICATOR		Vocabulary Acquisition and Use
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INDICATOR /
PROFICIENCY
LEVEL L.6.6 Acquire and use accurately Grade appropriate general academic and domain specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**STRAND /
TOPIC /
STANDARD**

Writing In History/ Social Studies

TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

OBJECTIVE WHST.6-
8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**STRAND /
TOPIC /
STANDARD**

Writing in Science & Technology

TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

OBJECTIVE WHST.6-
8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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Maryland College and Career-Ready Standards

Language Arts

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

**STRAND /
TOPIC /
STANDARD**

College and Career Readiness Anchor Standards for Writing

TOPIC / INDICATOR		Text Types and Purposes
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Writing**

TOPIC / INDICATOR		Production and Distribution of Writing
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Writing**

TOPIC / INDICATOR		Range of Writing
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Language**

TOPIC / INDICATOR		Conventions of Standard English
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INDICATOR / PROFICIENCY LEVEL	CCRA.L. 2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Language**

TOPIC / INDICATOR		Vocabulary Acquisition and Use
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INDICATOR / PROFICIENCY LEVEL	CCRA.L. 6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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**STRAND /
TOPIC /
STANDARD**

Writing Standards

TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.6.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
OBJECTIVE	W.6.2.a	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting(e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	W.6.2.b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
OBJECTIVE	W.6.2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
OBJECTIVE	W.6.2.f	Provide a concluding statement or section that follows from the information or explanation presented.

**STRAND /
TOPIC /
STANDARD**

Writing Standards

TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.6.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
OBJECTIVE	W.6.3.a	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
OBJECTIVE	W.6.3.b	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
OBJECTIVE	W.6.3.d	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
OBJECTIVE	W.6.3.e	Provide a conclusion that follows from the narrated experiences or events.

**STRAND /
TOPIC /
STANDARD**

Writing Standards

TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	W.6.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / PROFICIENCY LEVEL	W.6.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including Grade 6.)

INDICATOR / PROFICIENCY LEVEL	W.6.6	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
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STRAND / TOPIC / STANDARD

Writing Standards

TOPIC / INDICATOR		Range of Writing
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INDICATOR / PROFICIENCY LEVEL	W.6.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline specific tasks, purposes, and audiences.
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STRAND / TOPIC / STANDARD

Language Standards

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

Language Standards

TOPIC / INDICATOR		Conventions of Standard English
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INDICATOR / PROFICIENCY LEVEL	L.6.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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OBJECTIVE	L.6.2.b	Spell correctly.
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STRAND / TOPIC / STANDARD

Language Standards

TOPIC / INDICATOR		Vocabulary Acquisition and Use
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INDICATOR / PROFICIENCY LEVEL	L.6.6	Acquire and use accurately Grade appropriate general academic and domain specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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STRAND / TOPIC / STANDARD

Writing In History/ Social Studies

TOPIC / INDICATOR		Production and Distribution of Writing
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INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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OBJECTIVE WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

STRAND / TOPIC / STANDARD **Writing in Science & Technology**

TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

OBJECTIVE WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

UNIT 7: INVENTIVE WRITING Week 19 Page 173-178

Maryland College and Career-Ready Standards
Language Arts
Grade 6 - Adopted: 2010/Implemented 2013 (CCSS)

STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Writing**

TOPIC / INDICATOR		Text Types and Purposes
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INDICATOR / PROFICIENCY LEVEL CCRA.W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Writing**

TOPIC / INDICATOR		Production and Distribution of Writing
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INDICATOR / PROFICIENCY LEVEL CCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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

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

STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Writing**

TOPIC / INDICATOR		Range of Writing
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INDICATOR / PROFICIENCY LEVEL	CCRA.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Language**

TOPIC / INDICATOR		Conventions of Standard English
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INDICATOR / PROFICIENCY LEVEL	CCRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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STRAND / TOPIC / STANDARD **Writing Standards**

TOPIC / INDICATOR		Text Types and Purposes
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INDICATOR / PROFICIENCY LEVEL	W.6.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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OBJECTIVE	W.6.2.a	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting(e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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OBJECTIVE	W.6.2.b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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OBJECTIVE	W.6.2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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OBJECTIVE	W.6.2.f	Provide a concluding statement or section that follows from the information or explanation presented.
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STRAND / TOPIC / STANDARD **Writing Standards**

TOPIC / INDICATOR		Production and Distribution of Writing
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INDICATOR / PROFICIENCY LEVEL	W.6.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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INDICATOR / PROFICIENCY LEVEL	W.6.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including Grade 6.)
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INDICATOR / PROFICIENCY LEVEL	W.6.6	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
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STRAND / TOPIC / STANDARD **Writing Standards**

TOPIC / INDICATOR		Range of Writing
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INDICATOR / PROFICIENCY LEVEL

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.

STRAND / TOPIC / STANDARD

Language Standards

TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.6.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

OBJECTIVE

L.6.1.d

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

OBJECTIVE

L.6.1.e

Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

STRAND / TOPIC / STANDARD

Language Standards

TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.6.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

OBJECTIVE

L.6.2.b

Spell correctly.

STRAND / TOPIC / STANDARD

Language Standards

TOPIC / INDICATOR		Vocabulary Acquisition and Use
--------------------------	--	---------------------------------------

INDICATOR / PROFICIENCY LEVEL

L.6.6

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

STRAND / TOPIC / STANDARD

Writing In History/ Social Studies

TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

OBJECTIVE

WHST.6-8.4

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

STRAND / TOPIC / STANDARD

Writing in Science & Technology

TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

OBJECTIVE WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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

**Maryland College and Career-Ready Standards
Language Arts
Grade 6 - Adopted: 2010/Implemented 2013 (CCSS)**

STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Reading**

TOPIC / INDICATOR		Key Ideas and Details
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INDICATOR / PROFICIENCY LEVEL CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

INDICATOR / PROFICIENCY LEVEL CCRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

INDICATOR / PROFICIENCY LEVEL CCRA.R.3 Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Reading**

TOPIC / INDICATOR		Craft and Structure
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INDICATOR / PROFICIENCY LEVEL CCRA.R.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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

STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Reading**

TOPIC / INDICATOR		Integration of Knowledge and Ideas
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INDICATOR / PROFICIENCY LEVEL CCRA.R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

INDICATOR / PROFICIENCY LEVEL	9	CCRA.R. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Reading**

TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
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INDICATOR / PROFICIENCY LEVEL	10	CCRA.R. Read and comprehend complex literary and informational texts independently and proficiently.
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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Writing**

TOPIC / INDICATOR		Text Types and Purposes
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INDICATOR / PROFICIENCY LEVEL	2	CCRA.W. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Writing**

TOPIC / INDICATOR		Production and Distribution of Writing
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INDICATOR / PROFICIENCY LEVEL	4	CCRA.W. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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INDICATOR / PROFICIENCY LEVEL	5	CCRA.W. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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INDICATOR / PROFICIENCY LEVEL	6	CCRA.W. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Writing**

TOPIC / INDICATOR		Research to Build and Present Knowledge
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INDICATOR / PROFICIENCY LEVEL	7	CCRA.W. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
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INDICATOR / PROFICIENCY LEVEL	8	CCRA.W. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
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**STRAND /
TOPIC /
STANDARD** **College and Career Readiness Anchor Standards for Writing**

TOPIC / INDICATOR		Range of Writing
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**STRAND /
TOPIC /
STANDARD** **College and Career Readiness Anchor Standards for Language**

TOPIC / INDICATOR		Conventions of Standard English
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INDICATOR / PROFICIENCY LEVEL	CCRA.L. 1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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INDICATOR / PROFICIENCY LEVEL	CCRA.L. 2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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**STRAND /
TOPIC /
STANDARD** **College and Career Readiness Anchor Standards for Language**

TOPIC / INDICATOR		Knowledge of Language
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INDICATOR / PROFICIENCY LEVEL	CCRA.L. 3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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**STRAND /
TOPIC /
STANDARD** **College and Career Readiness Anchor Standards for Language**

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

TOPIC / INDICATOR		Key Ideas and Details
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INDICATOR / PROFICIENCY LEVEL	RL.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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**STRAND /
TOPIC /
STANDARD**

Reading Informational Text Standards

TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RI.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATOR / PROFICIENCY LEVEL	RI.6.2	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
INDICATOR / PROFICIENCY LEVEL	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).

**STRAND /
TOPIC /
STANDARD**

Reading Informational Text Standards

TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RI.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
INDICATOR / PROFICIENCY LEVEL	RI.6.5	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

**STRAND /
TOPIC /
STANDARD**

Reading Informational Text Standards

TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	RI.6.7	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
INDICATOR / PROFICIENCY LEVEL	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).

**STRAND /
TOPIC /
STANDARD**

Writing Standards

TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.6.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

OBJECTIVE	W.6.2.a	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting(e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	W.6.2.b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
OBJECTIVE	W.6.2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
OBJECTIVE	W.6.2.f	Provide a concluding statement or section that follows from the information or explanation presented.

**STRAND /
TOPIC /
STANDARD**

Writing Standards

TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	W.6.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / PROFICIENCY LEVEL	W.6.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including Grade 6.)
INDICATOR / PROFICIENCY LEVEL	W.6.6	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

**STRAND /
TOPIC /
STANDARD**

Writing Standards

TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	W.6.7	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
INDICATOR / PROFICIENCY LEVEL	W.6.8	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

**STRAND /
TOPIC /
STANDARD**

Writing Standards

TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	W.6.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.

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

Writing Standards

TOPIC / INDICATOR		Range of Writing
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INDICATOR /
PROFICIENCY
LEVEL

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.

**STRAND /
TOPIC /
STANDARD**

Language Standards

TOPIC / INDICATOR		Conventions of Standard English
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INDICATOR /
PROFICIENCY
LEVEL

L.6.1

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

OBJECTIVE

L.6.1.d

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

OBJECTIVE

L.6.1.e

Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

**STRAND /
TOPIC /
STANDARD**

Language Standards

TOPIC / INDICATOR		Conventions of Standard English
-------------------	--	---------------------------------

INDICATOR /
PROFICIENCY
LEVEL

L.6.2

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

OBJECTIVE

L.6.2.b

Spell correctly.

**STRAND /
TOPIC /
STANDARD**

Language Standards

TOPIC / INDICATOR		Vocabulary Acquisition and Use
-------------------	--	--------------------------------

INDICATOR /
PROFICIENCY
LEVEL

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.

OBJECTIVE

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.

OBJECTIVE

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).

**STRAND /
TOPIC /
STANDARD**

Language Standards

TOPIC / INDICATOR		Vocabulary Acquisition and Use
-------------------	--	--------------------------------

INDICATOR / PROFICIENCY LEVEL	L.6.6	Acquire and use accurately Grade appropriate general academic and domain specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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STRAND / TOPIC / STANDARD **Writing In History/ Social Studies**

TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

OBJECTIVE	WHST.6-8.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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STRAND / TOPIC / STANDARD **Writing in Science & Technology**

TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

OBJECTIVE	WHST.6-8.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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UNIT 8: FORMAL ESSAY MODELS Week 21 Page 193-202

Maryland College and Career-Ready Standards
Language Arts
Grade 6 - Adopted: 2010/Implemented 2013 (CCSS)

STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Reading**

TOPIC / INDICATOR		Key Ideas and Details
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INDICATOR / PROFICIENCY LEVEL	CCRA.R. 1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
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INDICATOR / PROFICIENCY LEVEL	CCRA.R. 2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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INDICATOR / PROFICIENCY LEVEL	CCRA.R. 3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Reading**

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

College and Career Readiness Anchor Standards for Reading

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

College and Career Readiness Anchor Standards for Reading

TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
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INDICATOR / PROFICIENCY LEVEL	CCRA.R. 10	Read and comprehend complex literary and informational texts independently and proficiently.
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STRAND / TOPIC / STANDARD

College and Career Readiness Anchor Standards for Writing

TOPIC / INDICATOR		Text Types and Purposes
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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STRAND / TOPIC / STANDARD

College and Career Readiness Anchor Standards for Writing

TOPIC / INDICATOR		Production and Distribution of Writing
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Writing**

TOPIC / INDICATOR		Research to Build and Present Knowledge
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Writing**

TOPIC / INDICATOR		Range of Writing
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Speaking and Listening**

TOPIC / INDICATOR		Comprehension and Collaboration
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INDICATOR / PROFICIENCY LEVEL	CCRA.S L.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Language**

TOPIC / INDICATOR		Conventions of Standard English
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INDICATOR / PROFICIENCY LEVEL	CCRA.L. 1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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INDICATOR / PROFICIENCY LEVEL	CCRA.L. 2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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**STRAND /
TOPIC /
STANDARD**

College and Career Readiness Anchor Standards for Language

TOPIC / INDICATOR		Knowledge of Language
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INDICATOR / PROFICIENCY LEVEL	CCRA.L. 3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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**STRAND /
TOPIC /
STANDARD**

College and Career Readiness Anchor Standards for Language

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

Reading Literature Standards

TOPIC / INDICATOR		Key Ideas and Details
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INDICATOR / PROFICIENCY LEVEL	RL.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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**STRAND /
TOPIC /
STANDARD**

Reading Informational Text Standards

TOPIC / INDICATOR		Key Ideas and Details
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INDICATOR / PROFICIENCY LEVEL	RI.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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INDICATOR / PROFICIENCY LEVEL	RI.6.2	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
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INDICATOR / PROFICIENCY LEVEL	RI.6.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
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**STRAND /
TOPIC /
STANDARD**

Reading Informational Text Standards

TOPIC / INDICATOR		Craft and Structure
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INDICATOR / PROFICIENCY LEVEL	RI.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
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INDICATOR / PROFICIENCY LEVEL	RI.6.5	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
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STRAND / TOPIC / STANDARD **Reading Informational Text Standards**

TOPIC / INDICATOR		Integration of Knowledge and Ideas
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INDICATOR / PROFICIENCY LEVEL	RI.6.7	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
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INDICATOR / PROFICIENCY LEVEL	RI.6.9	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
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STRAND / TOPIC / STANDARD **Writing Standards**

TOPIC / INDICATOR		Text Types and Purposes
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INDICATOR / PROFICIENCY LEVEL	W.6.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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OBJECTIVE	W.6.2.a	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting(e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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OBJECTIVE	W.6.2.b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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OBJECTIVE	W.6.2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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OBJECTIVE	W.6.2.f	Provide a concluding statement or section that follows from the information or explanation presented.
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STRAND / TOPIC / STANDARD **Writing Standards**

TOPIC / INDICATOR		Production and Distribution of Writing
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INDICATOR / PROFICIENCY LEVEL	W.6.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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INDICATOR / PROFICIENCY LEVEL	W.6.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including Grade 6.)
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INDICATOR / PROFICIENCY LEVEL	W.6.6	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
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STRAND / TOPIC / STANDARD **Writing Standards**

TOPIC / INDICATOR		Research to Build and Present Knowledge
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INDICATOR / PROFICIENCY LEVEL	W.6.7	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
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INDICATOR / PROFICIENCY LEVEL	W.6.8	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
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STRAND / TOPIC / STANDARD **Writing Standards**

TOPIC / INDICATOR		Research to Build and Present Knowledge
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INDICATOR / PROFICIENCY LEVEL	W.6.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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OBJECTIVE	W.6.9.a	Apply Grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").
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STRAND / TOPIC / STANDARD **Writing Standards**

TOPIC / INDICATOR		Range of Writing
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INDICATOR / PROFICIENCY LEVEL	W.6.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline specific tasks, purposes, and audiences.
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STRAND / TOPIC / STANDARD **Speaking and Listening Standards**

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

Language Standards

TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.6.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

OBJECTIVE	L.6.1.d	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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OBJECTIVE	L.6.1.e	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
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**STRAND /
TOPIC /
STANDARD**

Language Standards

TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.6.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

OBJECTIVE	L.6.2.b	Spell correctly.
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**STRAND /
TOPIC /
STANDARD**

Language Standards

TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	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.

OBJECTIVE	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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OBJECTIVE	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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**STRAND /
TOPIC /
STANDARD**

Language Standards

TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.6.6	Acquire and use accurately Grade appropriate general academic and domain specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**STRAND /
TOPIC /
STANDARD**

Writing In History/ Social Studies

TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

OBJECTIVE WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

STRAND / TOPIC / STANDARD **Writing in Science & Technology**

TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

OBJECTIVE WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

UNIT 9: FORMAL CRITIQUE Week 22 Page 203-219

Maryland College and Career-Ready Standards
Language Arts
Grade 6 - Adopted: 2010/Implemented 2013 (CCSS)

STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Reading**

TOPIC / INDICATOR		Key Ideas and Details
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INDICATOR / PROFICIENCY LEVEL CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

INDICATOR / PROFICIENCY LEVEL CCRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

INDICATOR / PROFICIENCY LEVEL CCRA.R.3 Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Reading**

TOPIC / INDICATOR		Craft and Structure
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INDICATOR / PROFICIENCY LEVEL CCRA.R.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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

INDICATOR / PROFICIENCY LEVEL	CCRA.R. 6	Assess how point of view or purpose shapes the content and style of a text.
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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Reading**

TOPIC / INDICATOR		Integration of Knowledge and Ideas
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INDICATOR / PROFICIENCY LEVEL	CCRA.R. 7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Reading**

TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
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INDICATOR / PROFICIENCY LEVEL	CCRA.R. 10	Read and comprehend complex literary and informational texts independently and proficiently.
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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Writing**

TOPIC / INDICATOR		Text Types and Purposes
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 1	Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Writing**

TOPIC / INDICATOR		Production and Distribution of Writing
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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**STRAND /
TOPIC /
STANDARD** **College and Career Readiness Anchor Standards for Writing**

TOPIC / INDICATOR		Research to Build and Present Knowledge
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INDICATOR /
PROFICIENCY
LEVEL CCRA.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

**STRAND /
TOPIC /
STANDARD** **College and Career Readiness Anchor Standards for Writing**

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

**STRAND /
TOPIC /
STANDARD** **College and Career Readiness Anchor Standards for Speaking and Listening**

TOPIC / INDICATOR		Comprehension and Collaboration
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INDICATOR /
PROFICIENCY
LEVEL CCRA.S.L.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**STRAND /
TOPIC /
STANDARD** **College and Career Readiness Anchor Standards for Language**

TOPIC / INDICATOR		Conventions of Standard English
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INDICATOR /
PROFICIENCY
LEVEL CCRA.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**STRAND /
TOPIC /
STANDARD** **College and Career Readiness Anchor Standards for Language**

TOPIC / INDICATOR		Knowledge of Language
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INDICATOR /
PROFICIENCY
LEVEL CCRA.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**STRAND /
TOPIC /
STANDARD** **College and Career Readiness Anchor Standards for Language**

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

STRAND / TOPIC / STANDARD

Reading Literature Standards

TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATOR / PROFICIENCY LEVEL	RL.6.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
INDICATOR / PROFICIENCY LEVEL	RL.6.3	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

STRAND / TOPIC / STANDARD

Reading Literature Standards

TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RL.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
INDICATOR / PROFICIENCY LEVEL	RL.6.5	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
INDICATOR / PROFICIENCY LEVEL	RL.6.6	Explain how an author develops the point of view of the narrator or speaker in a text.

STRAND / TOPIC / STANDARD

Reading Literature Standards

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

STRAND / TOPIC / STANDARD

Reading Informational Text Standards

TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RI.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATOR / PROFICIENCY LEVEL	RI.6.2	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
INDICATOR / PROFICIENCY LEVEL	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).

STRAND / TOPIC / STANDARD

Reading Informational Text Standards

TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RI.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

STRAND / TOPIC / STANDARD

Reading Informational Text Standards

TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	RI.6.7	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

STRAND / TOPIC / STANDARD

Writing Standards

TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.6.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

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

STRAND / TOPIC / STANDARD

Writing Standards

TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.6.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

OBJECTIVE W.6.3.a Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

OBJECTIVE	W.6.3.b	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
OBJECTIVE	W.6.3.d	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
OBJECTIVE	W.6.3.e	Provide a conclusion that follows from the narrated experiences or events.

**STRAND /
TOPIC /
STANDARD**

Writing Standards

TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	W.6.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / PROFICIENCY LEVEL	W.6.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including Grade 6.)
INDICATOR / PROFICIENCY LEVEL	W.6.6	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

**STRAND /
TOPIC /
STANDARD**

Writing Standards

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

**STRAND /
TOPIC /
STANDARD**

Writing Standards

TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	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.

**STRAND /
TOPIC /
STANDARD**

Speaking and Listening Standards

TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	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.

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

**STRAND /
TOPIC /
STANDARD**

Language Standards

TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.6.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

OBJECTIVE	L.6.1.d	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
OBJECTIVE	L.6.1.e	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

**STRAND /
TOPIC /
STANDARD**

Language Standards

TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.6.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

OBJECTIVE	L.6.2.b	Spell correctly.
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**STRAND /
TOPIC /
STANDARD**

Language Standards

TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	L.6.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

OBJECTIVE	L.6.3.b	Maintain consistency in style and tone.
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**STRAND /
TOPIC /
STANDARD**

Language Standards

TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	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.

OBJECTIVE	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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OBJECTIVE	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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**STRAND /
TOPIC /
STANDARD**

Language Standards

TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.6.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

OBJECTIVE	L.6.5.a	Interpret figures of speech (e.g., personification) in context.
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**STRAND /
TOPIC /
STANDARD**

Language Standards

TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.6.6	Acquire and use accurately Grade appropriate general academic and domain specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**STRAND /
TOPIC /
STANDARD**

Writing In History/ Social Studies

TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

OBJECTIVE	WHST.6-8.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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**STRAND /
TOPIC /
STANDARD**

Writing in Science & Technology

TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

OBJECTIVE	WHST.6-8.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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**STRAND /
TOPIC /
STANDARD**

College and Career Readiness Anchor Standards for Reading

TOPIC / INDICATOR		Key Ideas and Details
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INDICATOR / PROFICIENCY LEVEL	CCRA.R. 1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
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INDICATOR / PROFICIENCY LEVEL	CCRA.R. 2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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INDICATOR / PROFICIENCY LEVEL	CCRA.R. 3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Reading**

TOPIC / INDICATOR		Craft and Structure
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INDICATOR / PROFICIENCY LEVEL	CCRA.R. 4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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INDICATOR / PROFICIENCY LEVEL	CCRA.R. 5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
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INDICATOR / PROFICIENCY LEVEL	CCRA.R. 6	Assess how point of view or purpose shapes the content and style of a text.
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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Reading**

TOPIC / INDICATOR		Integration of Knowledge and Ideas
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INDICATOR / PROFICIENCY LEVEL	CCRA.R. 7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Reading**

TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
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INDICATOR / PROFICIENCY LEVEL	CCRA.R. 10	Read and comprehend complex literary and informational texts independently and proficiently.
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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Writing**

TOPIC / INDICATOR		Text Types and Purposes
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 1	Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Writing**

TOPIC / INDICATOR		Production and Distribution of Writing
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Writing**

TOPIC / INDICATOR		Research to Build and Present Knowledge
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Writing**

TOPIC / INDICATOR		Range of Writing
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Speaking and Listening**

TOPIC / INDICATOR		Comprehension and Collaboration
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INDICATOR / PROFICIENCY LEVEL	CCRA.S L.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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**STRAND /
TOPIC /
STANDARD** **College and Career Readiness Anchor Standards for Language**

TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	CCRA.L. 2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**STRAND /
TOPIC /
STANDARD** **College and Career Readiness Anchor Standards for Language**

TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	CCRA.L. 3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**STRAND /
TOPIC /
STANDARD** **College and Career Readiness Anchor Standards for Language**

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

**STRAND /
TOPIC /
STANDARD** **Reading Literature Standards**

TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATOR / PROFICIENCY LEVEL	RL.6.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
INDICATOR / PROFICIENCY LEVEL	RL.6.3	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

**STRAND /
TOPIC /
STANDARD** **Reading Literature Standards**

TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RL.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
INDICATOR / PROFICIENCY LEVEL	RL.6.5	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
INDICATOR / PROFICIENCY LEVEL	RL.6.6	Explain how an author develops the point of view of the narrator or speaker in a text.

**STRAND /
TOPIC /
STANDARD** **Reading Literature Standards**

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

**STRAND /
TOPIC /
STANDARD** **Reading Informational Text Standards**

TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RI.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATOR / PROFICIENCY LEVEL	RI.6.2	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
INDICATOR / PROFICIENCY LEVEL	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).

**STRAND /
TOPIC /
STANDARD** **Reading Informational Text Standards**

TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RI.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

**STRAND /
TOPIC /
STANDARD** **Reading Informational Text Standards**

TOPIC / INDICATOR		Integration of Knowledge and Ideas
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INDICATOR / PROFICIENCY LEVEL	Rl.6.7	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
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**STRAND /
TOPIC /
STANDARD** **Writing Standards**

TOPIC / INDICATOR		Text Types and Purposes
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INDICATOR / PROFICIENCY LEVEL	W.6.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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OBJECTIVE	W.6.2.b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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**STRAND /
TOPIC /
STANDARD** **Writing Standards**

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

TOPIC / INDICATOR		Production and Distribution of Writing
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INDICATOR / PROFICIENCY LEVEL	W.6.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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INDICATOR / PROFICIENCY LEVEL	W.6.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including Grade 6.)
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INDICATOR / PROFICIENCY LEVEL	W.6.6	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
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STRAND / TOPIC / STANDARD **Writing Standards**

TOPIC / INDICATOR		Research to Build and Present Knowledge
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INDICATOR / PROFICIENCY LEVEL	W.6.8	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
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STRAND / TOPIC / STANDARD **Writing Standards**

TOPIC / INDICATOR		Range of Writing
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INDICATOR / PROFICIENCY LEVEL	W.6.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline specific tasks, purposes, and audiences.
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STRAND / TOPIC / STANDARD **Speaking and Listening Standards**

TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	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.

OBJECTIVE	SL.6.1.a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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OBJECTIVE	SL.6.1.b	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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OBJECTIVE	SL.6.1.c	Pose and respond to specific questions with elaboration and detail by making comments • that contribute to the topic, text, or issue under discussion.
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STRAND / TOPIC / STANDARD **Language Standards**

TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.6.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

OBJECTIVE	L.6.1.d	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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OBJECTIVE	L.6.1.e	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
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**STRAND /
TOPIC /
STANDARD**

Language Standards

TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.6.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

OBJECTIVE L.6.2.b Spell correctly.

**STRAND /
TOPIC /
STANDARD**

Language Standards

TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	L.6.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

OBJECTIVE L.6.3.b Maintain consistency in style and tone.

**STRAND /
TOPIC /
STANDARD**

Language Standards

TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	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.

OBJECTIVE 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.

OBJECTIVE 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).

**STRAND /
TOPIC /
STANDARD**

Language Standards

TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.6.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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

**STRAND /
TOPIC /
STANDARD**

Language Standards

TOPIC / INDICATOR		Vocabulary Acquisition and Use
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INDICATOR / PROFICIENCY LEVEL	L.6.6	Acquire and use accurately Grade appropriate general academic and domain specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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STRAND / TOPIC / STANDARD **Writing In History/ Social Studies**

TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

OBJECTIVE	WHST.6-8.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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STRAND / TOPIC / STANDARD **Writing in Science & Technology**

TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

OBJECTIVE	WHST.6-8.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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UNIT 9: FORMAL CRITIQUE Week 24 Page 231-334

Maryland College and Career-Ready Standards
Language Arts
Grade 6 - Adopted: 2010/Implemented 2013 (CCSS)

STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Reading**

TOPIC / INDICATOR		Key Ideas and Details
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INDICATOR / PROFICIENCY LEVEL	CCRA.R.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
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INDICATOR / PROFICIENCY LEVEL	CCRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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INDICATOR / PROFICIENCY LEVEL	CCRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Reading**

TOPIC / INDICATOR		Craft and Structure
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INDICATOR / PROFICIENCY LEVEL	CCRA.R. 4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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INDICATOR / PROFICIENCY LEVEL	CCRA.R. 5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Reading**

TOPIC / INDICATOR		Integration of Knowledge and Ideas
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INDICATOR / PROFICIENCY LEVEL	CCRA.R. 7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Reading**

TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
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INDICATOR / PROFICIENCY LEVEL	CCRA.R. 10	Read and comprehend complex literary and informational texts independently and proficiently.
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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Writing**

TOPIC / INDICATOR		Production and Distribution of Writing
--------------------------	--	---

INDICATOR / PROFICIENCY LEVEL	CCRA.W. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Writing**

TOPIC / INDICATOR		Range of Writing
--------------------------	--	-------------------------

INDICATOR / PROFICIENCY LEVEL	CCRA.W. 10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Language**

TOPIC / INDICATOR		Conventions of Standard English
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INDICATOR / PROFICIENCY LEVEL	CCRA.L. 2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Language**

TOPIC / INDICATOR		Knowledge of Language
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INDICATOR / PROFICIENCY LEVEL	CCRA.L. 3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Language**

TOPIC / INDICATOR		Vocabulary Acquisition and Use
--------------------------	--	---------------------------------------

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

TOPIC / INDICATOR		Key Ideas and Details
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INDICATOR / PROFICIENCY LEVEL	RL.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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INDICATOR / PROFICIENCY LEVEL	RL.6.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
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STRAND / TOPIC / STANDARD **Reading Literature Standards**

TOPIC / INDICATOR		Craft and Structure
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INDICATOR / PROFICIENCY LEVEL	RL.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
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STRAND / TOPIC / STANDARD **Reading Literature Standards**

TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
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INDICATOR / PROFICIENCY LEVEL	RL.6.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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STRAND / TOPIC / STANDARD

Reading Informational Text Standards

TOPIC / INDICATOR		Key Ideas and Details
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INDICATOR / PROFICIENCY LEVEL	RI.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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INDICATOR / PROFICIENCY LEVEL	RI.6.2	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
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INDICATOR / PROFICIENCY LEVEL	RI.6.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
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STRAND / TOPIC / STANDARD

Reading Informational Text Standards

TOPIC / INDICATOR		Craft and Structure
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INDICATOR / PROFICIENCY LEVEL	RI.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
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INDICATOR / PROFICIENCY LEVEL	RI.6.5	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
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STRAND / TOPIC / STANDARD

Reading Informational Text Standards

TOPIC / INDICATOR		Integration of Knowledge and Ideas
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INDICATOR / PROFICIENCY LEVEL	RI.6.7	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
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STRAND / TOPIC / STANDARD

Writing Standards

TOPIC / INDICATOR		Production and Distribution of Writing
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INDICATOR / PROFICIENCY LEVEL	W.6.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including Grade 6.)
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INDICATOR / PROFICIENCY LEVEL	W.6.6	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
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STRAND / TOPIC / STANDARD **Writing Standards**

TOPIC / INDICATOR		Range of Writing
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INDICATOR / PROFICIENCY LEVEL	W.6.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline specific tasks, purposes, and audiences.
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STRAND / TOPIC / STANDARD **Language Standards**

TOPIC / INDICATOR		Conventions of Standard English
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INDICATOR / PROFICIENCY LEVEL	L.6.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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OBJECTIVE	L.6.1.d	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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OBJECTIVE	L.6.1.e	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
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STRAND / TOPIC / STANDARD **Language Standards**

TOPIC / INDICATOR		Conventions of Standard English
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INDICATOR / PROFICIENCY LEVEL	L.6.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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OBJECTIVE	L.6.2.b	Spell correctly.
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STRAND / TOPIC / STANDARD **Language Standards**

TOPIC / INDICATOR		Vocabulary Acquisition and Use
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INDICATOR / PROFICIENCY LEVEL	L.6.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 6 reading and content, choosing flexibly from a range of strategies.
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OBJECTIVE	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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OBJECTIVE	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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TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.6.6	Acquire and use accurately Grade appropriate general academic and domain specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.