

Main Criteria: Structure and Style for Students

Secondary Criteria: Maine Learning Results

Subject: Language Arts

Grade: 6

Structure and Style for Students

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

Maine Learning Results

Language Arts

Grade 6 - Adopted: 2020

STRAND / DOMAIN

Guiding Principles

CATEGORY / PERFORMANCE INDICATOR	A.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.
CATEGORY / PERFORMANCE INDICATOR	B.	A self-directed and lifelong learner: Students apply knowledge in new contexts and demonstrate flexibility including the ability to learn, unlearn and relearn.
CATEGORY / PERFORMANCE INDICATOR	D.	A responsible and involved citizen: Students demonstrate ethical behavior, particularly during the discussion of ideas, maintaining awareness of, and respect for, multiple and diverse perspectives.

STRAND / DOMAIN

LANGUAGE

CATEGORY / PERFORMANCE INDICATOR		Conventions of Standard English
STANDARD	L.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION L.1.6-8.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 / DOMAIN

LANGUAGE

CATEGORY / PERFORMANCE INDICATOR		Knowledge of Language
STANDARD	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.

EXPECTATION L.3.6-8.c. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

STRAND / DOMAIN

LANGUAGE

CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.4:	Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.

EXPECTATION	L.4.6-8.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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EXPECTATION	L.4.6-8.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 / DOMAIN **LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking, and listening.

EXPECTATION	L.5.6-8.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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EXPECTATION	L.5.6-8.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 / DOMAIN **LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.6:	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

EXPECTATION	L.6.6-8.	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 / DOMAIN **SPEAKING AND LISTENING**

CATEGORY / PERFORMANCE INDICATOR		Comprehension and Collaboration
STANDARD	SL.1:	Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.

EXPECTATION	SL.1.6-8.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, student-led, and teacher-led) on grade 6-8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
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GRADE EXPECTATION	SL.1.6-8.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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GRADE EXPECTATION	SL.1.6-8.b.	Follow rules for collegial discussions and decision-making, set and track progress toward specific goals and deadlines, and define individual roles as needed.
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STRAND / DOMAIN **SPEAKING AND LISTENING**

CATEGORY / PERFORMANCE INDICATOR		Presentation of Knowledge and Ideas
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STANDARD	SL.3:	Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the line of reasoning and incorporate multimedia when appropriate.
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EXPECTATION SL.3.6-8.b. Use appropriate eye contact, adequate volume, and clear pronunciation.

STRAND / DOMAIN **SPEAKING AND LISTENING**

CATEGORY / PERFORMANCE INDICATOR		Presentation of Knowledge and Ideas
STANDARD	SL.4:	Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the line of reasoning and incorporate multimedia when appropriate.

EXPECTATION SL.4.6-8. Adapt speech to a variety of contexts, demonstrating a command of language in the appropriate register.

STRAND / DOMAIN **READING**

CATEGORY / PERFORMANCE INDICATOR		Key Ideas and Details
STANDARD	R.4:	Read various texts closely to determine what each text explicitly says and to make logical inferences; cite specific textual evidence to support conclusions drawn from the text.

EXPECTATION R.4.6-8. Cite several pieces of textual evidence that most strongly support an analysis of what the text says explicitly as well as inferences drawn from the text.

STRAND / DOMAIN **READING**

CATEGORY / PERFORMANCE INDICATOR		Key Ideas and Details
STANDARD	R.5:	Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text.

EXPECTATION R.5.6-8.a. Provide an accurate summary of various texts;

EXPECTATION R.5.6-8.b. Determine theme(s) or central idea(s) and analyze how its development is conveyed over the course of the texts, including its relationship to specific supporting details.

STRAND / DOMAIN **READING**

CATEGORY / PERFORMANCE INDICATOR		Craft and Structure
STANDARD	R.7:	Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

EXPECTATION R.7.6-8. Determine the meaning of figurative, connotative, and technical word meanings and phrases as they are used in various texts; analyze the impact of specific word choices and techniques on meaning and tone.

STRAND / DOMAIN **READING**

CATEGORY / PERFORMANCE INDICATOR		Craft and Structure
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STANDARD	R.8:	Analyze the structure of various texts, including how the features and components relate to each other and the whole.
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EXPECTATION R.8.6-8. Analyze how the organization and structure of specific features and components in various texts develop ideas and/or meaning, contributing to the author's purpose for the text as a whole.

STRAND / DOMAIN

READING

CATEGORY / PERFORMANCE INDICATOR		Integration of Knowledge and Ideas
STANDARD	R.10:	Evaluate the argument and specific claims in various texts.

EXPECTATION R.10.6-8.a. Distinguish among fact, opinion, evidence, reasoning, and qualifying statements in a text.

STRAND / DOMAIN

READING

CATEGORY / PERFORMANCE INDICATOR		Integration of Knowledge and Ideas
STANDARD	R.11:	Analyze and evaluate content presented in various texts (e.g. literary, historical, visual, artistic, quantitative, technological).

EXPECTATION R.11.6-8.b. Evaluate the advantages and disadvantages of an author's choice for using a specific form and/or text type.

STRAND / DOMAIN

READING

CATEGORY / PERFORMANCE INDICATOR		Fluency
STANDARD	R.12:	Read with sufficient accuracy and fluency to support comprehension

EXPECTATION R.12.6-8.a. Read with sufficient accuracy and fluency to support comprehension.

EXPECTATION R.12.6-8.b. Read various on-level texts with purpose and understanding.

EXPECTATION R.12.6-8.c. Use context to confirm or self-correct word recognition.

STRAND / DOMAIN

WRITING

CATEGORY / PERFORMANCE INDICATOR		Inquiry to Build and Present Knowledge
STANDARD	W.1:	Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism.

EXPECTATION W.1.6-8.b. Assess the credibility and accuracy of a variety of sources in order to gather relevant information that leads to conclusions.

EXPECTATION	W.1.6-8.c.	Take organized notes that purposefully quote, summarize, and/or paraphrase a variety of sources while avoiding plagiarism.
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STRAND / DOMAIN

WRITING

CATEGORY / PERFORMANCE INDICATOR		Process and Production
STANDARD	W.2:	Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.

EXPECTATION	W.2.6-8.a.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach, focusing on how well purpose and audience have been addressed.
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STRAND / DOMAIN

WRITING

CATEGORY / PERFORMANCE INDICATOR		Composing for Audience and Purpose
STANDARD	W.3:	Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.

EXPECTATION	W.3.6-8.a.	Compose clear and increasingly complex pieces with sections that are organized according to task, audience, and purpose.
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EXPECTATION	W.3.6-8.b.	Develop and support the topic with relevant techniques and logically ordered details.
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**Maine Learning Results
Language Arts
Grade 6 - Adopted: 2020**

STRAND / DOMAIN

Guiding Principles

CATEGORY / PERFORMANCE INDICATOR	A.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.
CATEGORY / PERFORMANCE INDICATOR	B.	A self-directed and lifelong learner: Students apply knowledge in new contexts and demonstrate flexibility including the ability to learn, unlearn and relearn.
CATEGORY / PERFORMANCE INDICATOR	D.	A responsible and involved citizen: Students demonstrate ethical behavior, particularly during the discussion of ideas, maintaining awareness of, and respect for, multiple and diverse perspectives.

STRAND / DOMAIN

LANGUAGE

CATEGORY / PERFORMANCE INDICATOR		Conventions of Standard English
STANDARD	L.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION	L.1.6-8.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
EXPECTATION	L.1.6-8.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.
EXPECTATION	L.1.6-8.i.	Recognize and correct inappropriate shifts in verb voice and mood.

STRAND / DOMAIN **LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR		Conventions of Standard English
STANDARD	L.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION L.2.6-8.a. Spell correctly.

STRAND / DOMAIN **LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR		Knowledge of Language
STANDARD	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.

EXPECTATION L.3.6-8.c. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

STRAND / DOMAIN **LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.4:	Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.

EXPECTATION L.4.6-8.a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

EXPECTATION L.4.6-8.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 / DOMAIN **LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking, and listening.

EXPECTATION L.5.6-8.a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

EXPECTATION	L.5.6-8.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 / DOMAIN

LANGUAGE

CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.6:	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

EXPECTATION	L.6.6-8.	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 / DOMAIN

SPEAKING AND LISTENING

CATEGORY / PERFORMANCE INDICATOR		Comprehension and Collaboration
STANDARD	SL.1:	Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.

EXPECTATION	SL.1.6-8.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, student-led, and teacher-led) on grade 6-8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
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GRADE EXPECTATION	SL.1.6-8.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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GRADE EXPECTATION	SL.1.6-8.b.	Follow rules for collegial discussions and decision-making, set and track progress toward specific goals and deadlines, and define individual roles as needed.
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STRAND / DOMAIN

SPEAKING AND LISTENING

CATEGORY / PERFORMANCE INDICATOR		Comprehension and Collaboration
STANDARD	SL.2:	Integrate and evaluate information presented in diverse media and formats, including point of view, reasoning, and use of evidence and rhetoric.

EXPECTATION	SL.2.6-8.a.	Interpret information, analyze the main ideas and supporting details, and analyze the purpose of information presented in diverse formats.
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EXPECTATION	SL.2.6-8.b.	Explain how the presentation contributes to or clarifies a topic under study, and evaluate the motives (e.g., social, commercial, political) behind its presentation.
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STRAND / DOMAIN

SPEAKING AND LISTENING

CATEGORY / PERFORMANCE INDICATOR		Presentation of Knowledge and Ideas
STANDARD	SL.3:	Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the line of reasoning and incorporate multimedia when appropriate.

EXPECTATION	SL.3.6-8.b.	Use appropriate eye contact, adequate volume, and clear pronunciation.
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STRAND / DOMAIN **SPEAKING AND LISTENING**

CATEGORY / PERFORMANCE INDICATOR		Presentation of Knowledge and Ideas
STANDARD	SL.4:	Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the line of reasoning and incorporate multimedia when appropriate.

EXPECTATION	SL.4.6-8.	Adapt speech to a variety of contexts, demonstrating a command of language in the appropriate register.
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STRAND / DOMAIN **READING**

CATEGORY / PERFORMANCE INDICATOR		Key Ideas and Details
STANDARD	R.4:	Read various texts closely to determine what each text explicitly says and to make logical inferences; cite specific textual evidence to support conclusions drawn from the text.

EXPECTATION	R.4.6-8.	Cite several pieces of textual evidence that most strongly support an analysis of what the text says explicitly as well as inferences drawn from the text.
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STRAND / DOMAIN **READING**

CATEGORY / PERFORMANCE INDICATOR		Key Ideas and Details
STANDARD	R.5:	Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text.

EXPECTATION	R.5.6-8.a.	Provide an accurate summary of various texts;
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EXPECTATION	R.5.6-8.b.	Determine theme(s) or central idea(s) and analyze how its development is conveyed over the course of the texts, including its relationship to specific supporting details.
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STRAND / DOMAIN **READING**

CATEGORY / PERFORMANCE INDICATOR		Craft and Structure
STANDARD	R.7:	Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

EXPECTATION	R.7.6-8.	Determine the meaning of figurative, connotative, and technical word meanings and phrases as they are used in various texts; analyze the impact of specific word choices and techniques on meaning and tone.
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STRAND / DOMAIN **READING**

CATEGORY / PERFORMANCE INDICATOR		Craft and Structure
STANDARD	R.8:	Analyze the structure of various texts, including how the features and components relate to each other and the whole.

EXPECTATION R.8.6-8. Analyze how the organization and structure of specific features and components in various texts develop ideas and/or meaning, contributing to the author's purpose for the text as a whole.

STRAND / DOMAIN

READING

CATEGORY / PERFORMANCE INDICATOR

Integration of Knowledge and Ideas

STANDARD

R.10:

Evaluate the argument and specific claims in various texts.

EXPECTATION R.10.6-8.a. Distinguish among fact, opinion, evidence, reasoning, and qualifying statements in a text.

STRAND / DOMAIN

READING

CATEGORY / PERFORMANCE INDICATOR

Integration of Knowledge and Ideas

STANDARD

R.11:

Analyze and evaluate content presented in various texts (e.g. literary, historical, visual, artistic, quantitative, technological).

EXPECTATION R.11.6-8.b. Evaluate the advantages and disadvantages of an author's choice for using a specific form and/or text type.

STRAND / DOMAIN

READING

CATEGORY / PERFORMANCE INDICATOR

Fluency

STANDARD

R.12:

Read with sufficient accuracy and fluency to support comprehension

EXPECTATION R.12.6-8.a. Read with sufficient accuracy and fluency to support comprehension.

EXPECTATION R.12.6-8.b. Read various on-level texts with purpose and understanding.

EXPECTATION R.12.6-8.c. Use context to confirm or self-correct word recognition.

STRAND / DOMAIN

WRITING

CATEGORY / PERFORMANCE INDICATOR

Inquiry to Build and Present Knowledge

STANDARD

W.1:

Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism.

EXPECTATION W.1.6-8.b. Assess the credibility and accuracy of a variety of sources in order to gather relevant information that leads to conclusions.

EXPECTATION W.1.6-8.c. Take organized notes that purposefully quote, summarize, and/or paraphrase a variety of sources while avoiding plagiarism.

STRAND / DOMAIN**WRITING**

CATEGORY / PERFORMANCE INDICATOR		Process and Production
STANDARD	W.2:	Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.
EXPECTATION	W.2.6-8.a.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach, focusing on how well purpose and audience have been addressed.
EXPECTATION	W.2.6-8.b.	Use technology to produce writing, as well as to interact and collaborate with others.

STRAND / DOMAIN**WRITING**

CATEGORY / PERFORMANCE INDICATOR		Composing for Audience and Purpose
STANDARD	W.3:	Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.
EXPECTATION	W.3.6-8.a.	Compose clear and increasingly complex pieces with sections that are organized according to task, audience, and purpose.
EXPECTATION	W.3.6-8.b.	Develop and support the topic with relevant techniques and logically ordered details.
EXPECTATION	W.3.6-8.d.	Effectively use increasingly complex and precise language to establish an appropriate voice and tone.

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

**Maine Learning Results
Language Arts
Grade 6 - Adopted: 2020**

STRAND / DOMAIN**Guiding Principles**

CATEGORY / PERFORMANCE INDICATOR	A.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.
CATEGORY / PERFORMANCE INDICATOR	B.	A self-directed and lifelong learner: Students apply knowledge in new contexts and demonstrate flexibility including the ability to learn, unlearn and relearn.
CATEGORY / PERFORMANCE INDICATOR	D.	A responsible and involved citizen: Students demonstrate ethical behavior, particularly during the discussion of ideas, maintaining awareness of, and respect for, multiple and diverse perspectives.

STRAND / DOMAIN**LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR		Conventions of Standard English
STANDARD	L.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION L.1.6-8.d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

EXPECTATION L.1.6-8.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.

EXPECTATION L.1.6-8.f. Explain the function of phrases and clauses in general and their function in specific sentences.

EXPECTATION L.1.6-8.i. Recognize and correct inappropriate shifts in verb voice and mood.

**STRAND /
DOMAIN** **LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR		Conventions of Standard English
STANDARD	L.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION L.2.6-8.a. Spell correctly.

**STRAND /
DOMAIN** **LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR		Knowledge of Language
STANDARD	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.

EXPECTATION L.3.6-8.c. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

**STRAND /
DOMAIN** **LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.4:	Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.

EXPECTATION L.4.6-8.a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

EXPECTATION L.4.6-8.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 /
DOMAIN** **LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking, and listening.

EXPECTATION L.5.6-8.a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

EXPECTATION L.5.6-8.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 / DOMAIN **LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.6:	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

EXPECTATION L.6.6-8. 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 / DOMAIN **SPEAKING AND LISTENING**

CATEGORY / PERFORMANCE INDICATOR		Comprehension and Collaboration
STANDARD	SL.1:	Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.
EXPECTATION	SL.1.6-8.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, student-led, and teacher-led) on grade 6-8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

GRADE EXPECTATION SL.1.6-8.a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

GRADE EXPECTATION SL.1.6-8.b. Follow rules for collegial discussions and decision-making, set and track progress toward specific goals and deadlines, and define individual roles as needed.

STRAND / DOMAIN **SPEAKING AND LISTENING**

CATEGORY / PERFORMANCE INDICATOR		Comprehension and Collaboration
STANDARD	SL.2:	Integrate and evaluate information presented in diverse media and formats, including point of view, reasoning, and use of evidence and rhetoric.

EXPECTATION SL.2.6-8.a. Interpret information, analyze the main ideas and supporting details, and analyze the purpose of information presented in diverse formats.

EXPECTATION SL.2.6-8.b. Explain how the presentation contributes to or clarifies a topic under study, and evaluate the motives (e.g., social, commercial, political) behind its presentation.

STRAND / DOMAIN **SPEAKING AND LISTENING**

CATEGORY / PERFORMANCE INDICATOR		Presentation of Knowledge and Ideas
STANDARD	SL.3:	Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the line of reasoning and incorporate multimedia when appropriate.

EXPECTATION SL.3.6-8.b. Use appropriate eye contact, adequate volume, and clear pronunciation.

STRAND / DOMAIN **SPEAKING AND LISTENING**

CATEGORY / PERFORMANCE INDICATOR		Presentation of Knowledge and Ideas
STANDARD	SL.4:	Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the line of reasoning and incorporate multimedia when appropriate.

EXPECTATION SL.4.6-8. Adapt speech to a variety of contexts, demonstrating a command of language in the appropriate register.

STRAND / DOMAIN **READING**

CATEGORY / PERFORMANCE INDICATOR		Key Ideas and Details
STANDARD	R.4:	Read various texts closely to determine what each text explicitly says and to make logical inferences; cite specific textual evidence to support conclusions drawn from the text.

EXPECTATION R.4.6-8. Cite several pieces of textual evidence that most strongly support an analysis of what the text says explicitly as well as inferences drawn from the text.

STRAND / DOMAIN **READING**

CATEGORY / PERFORMANCE INDICATOR		Key Ideas and Details
STANDARD	R.5:	Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text.

EXPECTATION R.5.6-8.a. Provide an accurate summary of various texts;

EXPECTATION R.5.6-8.b. Determine theme(s) or central idea(s) and analyze how its development is conveyed over the course of the texts, including its relationship to specific supporting details.

STRAND / DOMAIN **READING**

CATEGORY / PERFORMANCE INDICATOR		Craft and Structure
STANDARD	R.7:	Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

EXPECTATION R.7.6-8. Determine the meaning of figurative, connotative, and technical word meanings and phrases as they are used in various texts; analyze the impact of specific word choices and techniques on meaning and tone.

**STRAND /
DOMAIN****READING**

CATEGORY / PERFORMANCE INDICATOR		Craft and Structure
STANDARD	R.8:	Analyze the structure of various texts, including how the features and components relate to each other and the whole.

EXPECTATION R.8.6-8. Analyze how the organization and structure of specific features and components in various texts develop ideas and/or meaning, contributing to the author's purpose for the text as a whole.

**STRAND /
DOMAIN****READING**

CATEGORY / PERFORMANCE INDICATOR		Integration of Knowledge and Ideas
STANDARD	R.10:	Evaluate the argument and specific claims in various texts.

EXPECTATION R.10.6-8.a. Distinguish among fact, opinion, evidence, reasoning, and qualifying statements in a text.

**STRAND /
DOMAIN****READING**

CATEGORY / PERFORMANCE INDICATOR		Integration of Knowledge and Ideas
STANDARD	R.11:	Analyze and evaluate content presented in various texts (e.g. literary, historical, visual, artistic, quantitative, technological).

EXPECTATION R.11.6-8.b. Evaluate the advantages and disadvantages of an author's choice for using a specific form and/or text type.

**STRAND /
DOMAIN****READING**

CATEGORY / PERFORMANCE INDICATOR		Fluency
STANDARD	R.12:	Read with sufficient accuracy and fluency to support comprehension

EXPECTATION R.12.6-8.a. Read with sufficient accuracy and fluency to support comprehension.

EXPECTATION R.12.6-8.b. Read various on-level texts with purpose and understanding.

EXPECTATION R.12.6-8.c. Use context to confirm or self-correct word recognition.

**STRAND /
DOMAIN****WRITING**

CATEGORY / PERFORMANCE INDICATOR		Inquiry to Build and Present Knowledge
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STANDARD	W.1:	Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism.
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EXPECTATION	W.1.6-8.b.	Assess the credibility and accuracy of a variety of sources in order to gather relevant information that leads to conclusions.
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EXPECTATION	W.1.6-8.c.	Take organized notes that purposefully quote, summarize, and/or paraphrase a variety of sources while avoiding plagiarism.
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STRAND / DOMAIN WRITING

CATEGORY / PERFORMANCE INDICATOR		Process and Production
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STANDARD	W.2:	Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.
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EXPECTATION	W.2.6-8.a.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach, focusing on how well purpose and audience have been addressed.
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EXPECTATION	W.2.6-8.b.	Use technology to produce writing, as well as to interact and collaborate with others.
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STRAND / DOMAIN WRITING

CATEGORY / PERFORMANCE INDICATOR		Composing for Audience and Purpose
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STANDARD	W.3:	Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.
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EXPECTATION	W.3.6-8.a.	Compose clear and increasingly complex pieces with sections that are organized according to task, audience, and purpose.
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EXPECTATION	W.3.6-8.b.	Develop and support the topic with relevant techniques and logically ordered details.
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EXPECTATION	W.3.6-8.d.	Effectively use increasingly complex and precise language to establish an appropriate voice and tone.
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STRAND / DOMAIN Guiding Principles

CATEGORY / PERFORMANCE INDICATOR	A.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.
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CATEGORY / PERFORMANCE INDICATOR	B.	A self-directed and lifelong learner: Students apply knowledge in new contexts and demonstrate flexibility including the ability to learn, unlearn and relearn.
CATEGORY / PERFORMANCE INDICATOR	D.	A responsible and involved citizen: Students demonstrate ethical behavior, particularly during the discussion of ideas, maintaining awareness of, and respect for, multiple and diverse perspectives.

STRAND / DOMAIN **LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR		Conventions of Standard English
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STANDARD	L.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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EXPECTATION L.1.6-8.d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

EXPECTATION L.1.6-8.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.

EXPECTATION L.1.6-8.f. Explain the function of phrases and clauses in general and their function in specific sentences.

EXPECTATION L.1.6-8.i. Recognize and correct inappropriate shifts in verb voice and mood.

STRAND / DOMAIN **LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR		Conventions of Standard English
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STANDARD	L.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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EXPECTATION L.2.6-8.a. Spell correctly.

STRAND / DOMAIN **LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR		Knowledge of Language
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STANDARD	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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EXPECTATION L.3.6-8.c. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

STRAND / DOMAIN **LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
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STANDARD	L.4:	Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.
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EXPECTATION	L.4.6-8.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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EXPECTATION	L.4.6-8.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 / DOMAIN **LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking, and listening.

EXPECTATION	L.5.6-8.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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EXPECTATION	L.5.6-8.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 / DOMAIN **LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.6:	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

EXPECTATION	L.6.6-8.	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 / DOMAIN **SPEAKING AND LISTENING**

CATEGORY / PERFORMANCE INDICATOR		Comprehension and Collaboration
STANDARD	SL.1:	Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.

EXPECTATION	SL.1.6-8.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, student-led, and teacher-led) on grade 6-8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
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GRADE EXPECTATION	SL.1.6-8.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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GRADE EXPECTATION	SL.1.6-8.b.	Follow rules for collegial discussions and decision-making, set and track progress toward specific goals and deadlines, and define individual roles as needed.
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STRAND / DOMAIN **SPEAKING AND LISTENING**

CATEGORY / PERFORMANCE INDICATOR		Comprehension and Collaboration
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STANDARD	SL.2:	Integrate and evaluate information presented in diverse media and formats, including point of view, reasoning, and use of evidence and rhetoric.
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EXPECTATION SL.2.6-8.a. Interpret information, analyze the main ideas and supporting details, and analyze the purpose of information presented in diverse formats.

EXPECTATION SL.2.6-8.b. Explain how the presentation contributes to or clarifies a topic under study, and evaluate the motives (e.g., social, commercial, political) behind its presentation.

STRAND / DOMAIN **SPEAKING AND LISTENING**

CATEGORY / PERFORMANCE INDICATOR		Presentation of Knowledge and Ideas
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STANDARD	SL.3:	Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the line of reasoning and incorporate multimedia when appropriate.
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EXPECTATION SL.3.6-8.b. Use appropriate eye contact, adequate volume, and clear pronunciation.

STRAND / DOMAIN **SPEAKING AND LISTENING**

CATEGORY / PERFORMANCE INDICATOR		Presentation of Knowledge and Ideas
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STANDARD	SL.4:	Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the line of reasoning and incorporate multimedia when appropriate.
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EXPECTATION SL.4.6-8. Adapt speech to a variety of contexts, demonstrating a command of language in the appropriate register.

STRAND / DOMAIN **READING**

CATEGORY / PERFORMANCE INDICATOR		Key Ideas and Details
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STANDARD	R.5:	Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text.
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EXPECTATION R.5.6-8.b. Determine theme(s) or central idea(s) and analyze how its development is conveyed over the course of the texts, including its relationship to specific supporting details.

STRAND / DOMAIN **READING**

CATEGORY / PERFORMANCE INDICATOR		Key Ideas and Details
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STANDARD	R.6:	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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EXPECTATION R.6.6-8. Analyze in detail how an author develops individuals/characters, events, ideas, elements and/or techniques to create interactions over the course of a text (or a series of texts).

STRAND / DOMAIN **READING**

CATEGORY / PERFORMANCE INDICATOR		Craft and Structure
STANDARD	R.7:	Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

EXPECTATION R.7.6-8. Determine the meaning of figurative, connotative, and technical word meanings and phrases as they are used in various texts; analyze the impact of specific word choices and techniques on meaning and tone.

STRAND / DOMAIN **READING**

CATEGORY / PERFORMANCE INDICATOR		Fluency
STANDARD	R.12:	Read with sufficient accuracy and fluency to support comprehension

EXPECTATION R.12.6-8.a. Read with sufficient accuracy and fluency to support comprehension.

EXPECTATION R.12.6-8.b. Read various on-level texts with purpose and understanding.

EXPECTATION R.12.6-8.c. Use context to confirm or self-correct word recognition.

STRAND / DOMAIN **WRITING**

CATEGORY / PERFORMANCE INDICATOR		Inquiry to Build and Present Knowledge
STANDARD	W.1:	Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism.

EXPECTATION W.1.6-8.d. Follow a standard format for citation (in-text and a list of sources) that applies to task, audience, and purpose.

STRAND / DOMAIN **WRITING**

CATEGORY / PERFORMANCE INDICATOR		Process and Production
STANDARD	W.2:	Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.

EXPECTATION W.2.6-8.a. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach, focusing on how well purpose and audience have been addressed.

EXPECTATION W.2.6-8.b. Use technology to produce writing, as well as to interact and collaborate with others.

STRAND / DOMAIN **WRITING**

CATEGORY / PERFORMANCE INDICATOR		Composing for Audience and Purpose
STANDARD	W.3:	Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.

EXPECTATION W.3.6-8.a. Compose clear and increasingly complex pieces with sections that are organized according to task, audience, and purpose.

EXPECTATION W.3.6-8.b. Develop and support the topic with relevant techniques and logically ordered details.

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

Maine Learning Results
Language Arts
Grade 6 - Adopted: 2020

STRAND / DOMAIN **Guiding Principles**

CATEGORY / PERFORMANCE INDICATOR A. Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.

CATEGORY / PERFORMANCE INDICATOR B. A self-directed and lifelong learner: Students apply knowledge in new contexts and demonstrate flexibility including the ability to learn, unlearn and relearn.

CATEGORY / PERFORMANCE INDICATOR D. A responsible and involved citizen: Students demonstrate ethical behavior, particularly during the discussion of ideas, maintaining awareness of, and respect for, multiple and diverse perspectives.

STRAND / DOMAIN **LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR		Conventions of Standard English
STANDARD	L.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION L.1.6-8.d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

EXPECTATION L.1.6-8.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.

EXPECTATION L.1.6-8.f. Explain the function of phrases and clauses in general and their function in specific sentences.

EXPECTATION L.1.6-8.j. Form and use verbs in the active and passive voice.

EXPECTATION L.1.6-8.l. Recognize and correct inappropriate shifts in verb voice and mood.

STRAND / DOMAIN **LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR		Conventions of Standard English
STANDARD	L.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION L.2.6-8.a. Spell correctly.

STRAND / DOMAIN **LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR		Knowledge of Language
STANDARD	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.

EXPECTATION L.3.6-8.c. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

STRAND / DOMAIN **LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.4:	Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.

EXPECTATION L.4.6-8.a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

EXPECTATION L.4.6-8.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 / DOMAIN **LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking, and listening.

EXPECTATION L.5.6-8.a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

EXPECTATION L.5.6-8.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 / DOMAIN **LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.6:	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

EXPECTATION	L.6.6-8.	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 / DOMAIN

SPEAKING AND LISTENING

CATEGORY / PERFORMANCE INDICATOR		Comprehension and Collaboration
STANDARD	SL.1:	Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.
EXPECTATION	SL.1.6-8.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, student-led, and teacher-led) on grade 6-8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
GRADE EXPECTATION	SL.1.6-8.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
GRADE EXPECTATION	SL.1.6-8.b.	Follow rules for collegial discussions and decision-making, set and track progress toward specific goals and deadlines, and define individual roles as needed.

STRAND / DOMAIN

SPEAKING AND LISTENING

CATEGORY / PERFORMANCE INDICATOR		Comprehension and Collaboration
STANDARD	SL.2:	Integrate and evaluate information presented in diverse media and formats, including point of view, reasoning, and use of evidence and rhetoric.
EXPECTATION	SL.2.6-8.a.	Interpret information, analyze the main ideas and supporting details, and analyze the purpose of information presented in diverse formats.
EXPECTATION	SL.2.6-8.b.	Explain how the presentation contributes to or clarifies a topic under study, and evaluate the motives (e.g., social, commercial, political) behind its presentation.

STRAND / DOMAIN

SPEAKING AND LISTENING

CATEGORY / PERFORMANCE INDICATOR		Presentation of Knowledge and Ideas
STANDARD	SL.3:	Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the line of reasoning and incorporate multimedia when appropriate.
EXPECTATION	SL.3.6-8.b.	Use appropriate eye contact, adequate volume, and clear pronunciation.

STRAND / DOMAIN

SPEAKING AND LISTENING

CATEGORY / PERFORMANCE INDICATOR		Presentation of Knowledge and Ideas
STANDARD	SL.4:	Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the line of reasoning and incorporate multimedia when appropriate.
EXPECTATION	SL.4.6-8.	Adapt speech to a variety of contexts, demonstrating a command of language in the appropriate register.

**STRAND /
DOMAIN****READING**

CATEGORY / PERFORMANC E INDICATOR		Key Ideas and Details
STANDARD	R.5:	Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text.

EXPECTATION R.5.6-8.b. Determine theme(s) or central idea(s) and analyze how its development is conveyed over the course of the texts, including its relationship to specific supporting details.

**STRAND /
DOMAIN****READING**

CATEGORY / PERFORMANC E INDICATOR		Key Ideas and Details
STANDARD	R.6:	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

EXPECTATION R.6.6-8. Analyze in detail how an author develops individuals/characters, events, ideas, elements and/or techniques to create interactions over the course of a text (or a series of texts).

**STRAND /
DOMAIN****READING**

CATEGORY / PERFORMANC E INDICATOR		Craft and Structure
STANDARD	R.7:	Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

EXPECTATION R.7.6-8. Determine the meaning of figurative, connotative, and technical word meanings and phrases as they are used in various texts; analyze the impact of specific word choices and techniques on meaning and tone.

**STRAND /
DOMAIN****READING**

CATEGORY / PERFORMANC E INDICATOR		Fluency
STANDARD	R.12:	Read with sufficient accuracy and fluency to support comprehension

EXPECTATION R.12.6-8.a. Read with sufficient accuracy and fluency to support comprehension.

EXPECTATION R.12.6-8.b. Read various on-level texts with purpose and understanding.

EXPECTATION R.12.6-8.c. Use context to confirm or self-correct word recognition.

**STRAND /
DOMAIN****WRITING**

CATEGORY / PERFORMANC E INDICATOR		Inquiry to Build and Present Knowledge
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STANDARD	W.1:	Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism.
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EXPECTATION W.1.6-8.d. Follow a standard format for citation (in-text and a list of sources) that applies to task, audience, and purpose.

STRAND / DOMAIN

WRITING

CATEGORY / PERFORMANCE INDICATOR		Process and Production
STANDARD	W.2:	Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.

EXPECTATION W.2.6-8.a. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach, focusing on how well purpose and audience have been addressed.

EXPECTATION W.2.6-8.b. Use technology to produce writing, as well as to interact and collaborate with others.

STRAND / DOMAIN

WRITING

CATEGORY / PERFORMANCE INDICATOR		Composing for Audience and Purpose
STANDARD	W.3:	Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.

EXPECTATION W.3.6-8.a. Compose clear and increasingly complex pieces with sections that are organized according to task, audience, and purpose.

EXPECTATION W.3.6-8.b. Develop and support the topic with relevant techniques and logically ordered details.

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

**Maine Learning Results
Language Arts
Grade 6 - Adopted: 2020**

STRAND / DOMAIN

Guiding Principles

CATEGORY / PERFORMANCE INDICATOR	A.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.
CATEGORY / PERFORMANCE INDICATOR	B.	A self-directed and lifelong learner: Students apply knowledge in new contexts and demonstrate flexibility including the ability to learn, unlearn and relearn.
CATEGORY / PERFORMANCE INDICATOR	D.	A responsible and involved citizen: Students demonstrate ethical behavior, particularly during the discussion of ideas, maintaining awareness of, and respect for, multiple and diverse perspectives.

**STRAND /
DOMAIN** **LANGUAGE**

CATEGORY / PERFORMANC E INDICATOR		Conventions of Standard English
STANDARD	L.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION	L.1.6-8.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
EXPECTATION	L.1.6-8.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.
EXPECTATION	L.1.6-8.f.	Explain the function of phrases and clauses in general and their function in specific sentences.
EXPECTATION	L.1.6-8.j.	Form and use verbs in the active and passive voice.
EXPECTATION	L.1.6-8.l.	Recognize and correct inappropriate shifts in verb voice and mood.

**STRAND /
DOMAIN** **LANGUAGE**

CATEGORY / PERFORMANC E INDICATOR		Conventions of Standard English
STANDARD	L.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION	L.2.6-8.a.	Spell correctly.
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**STRAND /
DOMAIN** **LANGUAGE**

CATEGORY / PERFORMANC E INDICATOR		Knowledge of Language
STANDARD	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.

EXPECTATION	L.3.6-8.c.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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**STRAND /
DOMAIN** **LANGUAGE**

CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.4:	Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.

EXPECTATION	L.4.6-8.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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EXPECTATION	L.4.6-8.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 / DOMAIN **LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking, and listening.

EXPECTATION	L.5.6-8.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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EXPECTATION	L.5.6-8.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 / DOMAIN **LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.6:	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

EXPECTATION	L.6.6-8.	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 / DOMAIN **SPEAKING AND LISTENING**

CATEGORY / PERFORMANCE INDICATOR		Comprehension and Collaboration
STANDARD	SL.1:	Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.

EXPECTATION	SL.1.6-8.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, student-led, and teacher-led) on grade 6-8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
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GRADE EXPECTATION	SL.1.6-8.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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GRADE EXPECTATION	SL.1.6-8.b.	Follow rules for collegial discussions and decision-making, set and track progress toward specific goals and deadlines, and define individual roles as needed.
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STRAND / DOMAIN **SPEAKING AND LISTENING**

CATEGORY / PERFORMANCE INDICATOR		Comprehension and Collaboration
STANDARD	SL.2:	Integrate and evaluate information presented in diverse media and formats, including point of view, reasoning, and use of evidence and rhetoric.

EXPECTATION	SL.2.6-8.a.	Interpret information, analyze the main ideas and supporting details, and analyze the purpose of information presented in diverse formats.
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EXPECTATION	SL.2.6-8.b.	Explain how the presentation contributes to or clarifies a topic under study, and evaluate the motives (e.g., social, commercial, political) behind its presentation.
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STRAND / DOMAIN **SPEAKING AND LISTENING**

CATEGORY / PERFORMANCE INDICATOR		Presentation of Knowledge and Ideas
STANDARD	SL.3:	Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the line of reasoning and incorporate multimedia when appropriate.

EXPECTATION	SL.3.6-8.b.	Use appropriate eye contact, adequate volume, and clear pronunciation.
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STRAND / DOMAIN **SPEAKING AND LISTENING**

CATEGORY / PERFORMANCE INDICATOR		Presentation of Knowledge and Ideas
STANDARD	SL.4:	Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the line of reasoning and incorporate multimedia when appropriate.

EXPECTATION	SL.4.6-8.	Adapt speech to a variety of contexts, demonstrating a command of language in the appropriate register.
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STRAND / DOMAIN **READING**

CATEGORY / PERFORMANCE INDICATOR		Key Ideas and Details
STANDARD	R.5:	Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text.

EXPECTATION	R.5.6-8.b.	Determine theme(s) or central idea(s) and analyze how its development is conveyed over the course of the texts, including its relationship to specific supporting details.
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STRAND / DOMAIN **READING**

CATEGORY / PERFORMANCE INDICATOR		Key Ideas and Details
STANDARD	R.6:	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

EXPECTATION	R.6.6-8.	Analyze in detail how an author develops individuals/characters, events, ideas, elements and/or techniques to create interactions over the course of a text (or a series of texts).
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STRAND / DOMAIN **READING**

CATEGORY / PERFORMANCE INDICATOR		Craft and Structure
STANDARD	R.7:	Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

EXPECTATION	R.7.6-8.	Determine the meaning of figurative, connotative, and technical word meanings and phrases as they are used in various texts; analyze the impact of specific word choices and techniques on meaning and tone.
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STRAND / DOMAIN

READING

CATEGORY / PERFORMANCE INDICATOR		Fluency
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STANDARD	R.12:	Read with sufficient accuracy and fluency to support comprehension
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EXPECTATION	R.12.6-8.a.	Read with sufficient accuracy and fluency to support comprehension.
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EXPECTATION	R.12.6-8.b.	Read various on-level texts with purpose and understanding.
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EXPECTATION	R.12.6-8.c.	Use context to confirm or self-correct word recognition.
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STRAND / DOMAIN

WRITING

CATEGORY / PERFORMANCE INDICATOR		Inquiry to Build and Present Knowledge
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STANDARD	W.1:	Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism.
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EXPECTATION	W.1.6-8.d.	Follow a standard format for citation (in-text and a list of sources) that applies to task, audience, and purpose.
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STRAND / DOMAIN

WRITING

CATEGORY / PERFORMANCE INDICATOR		Process and Production
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STANDARD	W.2:	Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.
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EXPECTATION	W.2.6-8.a.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach, focusing on how well purpose and audience have been addressed.
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EXPECTATION	W.2.6-8.b.	Use technology to produce writing, as well as to interact and collaborate with others.
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STRAND / DOMAIN

WRITING

CATEGORY / PERFORMANCE INDICATOR		Composing for Audience and Purpose
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STANDARD	W.3:	Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.
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EXPECTATION	W.3.6-8.a.	Compose clear and increasingly complex pieces with sections that are organized according to task, audience, and purpose.
EXPECTATION	W.3.6-8.b.	Develop and support the topic with relevant techniques and logically ordered details.

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

Maine Learning Results
Language Arts
Grade 6 - Adopted: 2020

STRAND / DOMAIN **Guiding Principles**

CATEGORY / PERFORMANCE INDICATOR	A.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.
CATEGORY / PERFORMANCE INDICATOR	B.	A self-directed and lifelong learner: Students apply knowledge in new contexts and demonstrate flexibility including the ability to learn, unlearn and relearn.
CATEGORY / PERFORMANCE INDICATOR	D.	A responsible and involved citizen: Students demonstrate ethical behavior, particularly during the discussion of ideas, maintaining awareness of, and respect for, multiple and diverse perspectives.

STRAND / DOMAIN **LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR		Conventions of Standard English
STANDARD	L.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION	L.1.6-8.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
EXPECTATION	L.1.6-8.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.
EXPECTATION	L.1.6-8.f.	Explain the function of phrases and clauses in general and their function in specific sentences.
EXPECTATION	L.1.6-8.j.	Form and use verbs in the active and passive voice.
EXPECTATION	L.1.6-8.l.	Recognize and correct inappropriate shifts in verb voice and mood.

STRAND / DOMAIN **LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR		Conventions of Standard English
STANDARD	L.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION L.2.6-8.a. Spell correctly.

STRAND / DOMAIN **LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR		Knowledge of Language
STANDARD	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.

EXPECTATION L.3.6-8.c. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

STRAND / DOMAIN **LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.4:	Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.

EXPECTATION L.4.6-8.a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

EXPECTATION L.4.6-8.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 / DOMAIN **LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking, and listening.

EXPECTATION L.5.6-8.a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

EXPECTATION L.5.6-8.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 / DOMAIN **LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.6:	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

EXPECTATION L.6.6-8. 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 / DOMAIN **SPEAKING AND LISTENING**

CATEGORY / PERFORMANCE INDICATOR		Comprehension and Collaboration
STANDARD	SL.1:	Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.
EXPECTATION	SL.1.6-8.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, student-led, and teacher-led) on grade 6-8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
GRADE EXPECTATION	SL.1.6-8.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
GRADE EXPECTATION	SL.1.6-8.b.	Follow rules for collegial discussions and decision-making, set and track progress toward specific goals and deadlines, and define individual roles as needed.

STRAND / DOMAIN **SPEAKING AND LISTENING**

CATEGORY / PERFORMANCE INDICATOR		Comprehension and Collaboration
STANDARD	SL.2:	Integrate and evaluate information presented in diverse media and formats, including point of view, reasoning, and use of evidence and rhetoric.
EXPECTATION	SL.2.6-8.a.	Interpret information, analyze the main ideas and supporting details, and analyze the purpose of information presented in diverse formats.
EXPECTATION	SL.2.6-8.b.	Explain how the presentation contributes to or clarifies a topic under study, and evaluate the motives (e.g., social, commercial, political) behind its presentation.

STRAND / DOMAIN **READING**

CATEGORY / PERFORMANCE INDICATOR		Key Ideas and Details
STANDARD	R.4:	Read various texts closely to determine what each text explicitly says and to make logical inferences; cite specific textual evidence to support conclusions drawn from the text.
EXPECTATION	R.4.6-8.	Cite several pieces of textual evidence that most strongly support an analysis of what the text says explicitly as well as inferences drawn from the text.

STRAND / DOMAIN **READING**

CATEGORY / PERFORMANCE INDICATOR		Key Ideas and Details
STANDARD	R.5:	Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text.
EXPECTATION	R.5.6-8.a.	Provide an accurate summary of various texts;
EXPECTATION	R.5.6-8.b.	Determine theme(s) or central idea(s) and analyze how its development is conveyed over the course of the texts, including its relationship to specific supporting details.

**STRAND /
DOMAIN****READING**

CATEGORY / PERFORMANC E INDICATOR		Craft and Structure
STANDARD	R.7:	Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

EXPECTATION R.7.6-8. Determine the meaning of figurative, connotative, and technical word meanings and phrases as they are used in various texts; analyze the impact of specific word choices and techniques on meaning and tone.

**STRAND /
DOMAIN****READING**

CATEGORY / PERFORMANC E INDICATOR		Craft and Structure
STANDARD	R.8:	Analyze the structure of various texts, including how the features and components relate to each other and the whole.

EXPECTATION R.8.6-8. Analyze how the organization and structure of specific features and components in various texts develop ideas and/or meaning, contributing to the author's purpose for the text as a whole.

**STRAND /
DOMAIN****READING**

CATEGORY / PERFORMANC E INDICATOR		Integration of Knowledge and Ideas
STANDARD	R.10:	Evaluate the argument and specific claims in various texts.

EXPECTATION R.10.6-8.a. Distinguish among fact, opinion, evidence, reasoning, and qualifying statements in a text.

**STRAND /
DOMAIN****READING**

CATEGORY / PERFORMANC E INDICATOR		Integration of Knowledge and Ideas
STANDARD	R.11:	Analyze and evaluate content presented in various texts (e.g. literary, historical, visual, artistic, quantitative, technological).

EXPECTATION R.11.6-8.b. Evaluate the advantages and disadvantages of an author's choice for using a specific form and/or text type.

**STRAND /
DOMAIN****READING**

CATEGORY / PERFORMANC E INDICATOR		Fluency
STANDARD	R.12:	Read with sufficient accuracy and fluency to support comprehension

EXPECTATION R.12.6-8.a. Read with sufficient accuracy and fluency to support comprehension.

EXPECTATION	R.12.6-8.b.	Read various on-level texts with purpose and understanding.
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EXPECTATION	R.12.6-8.c.	Use context to confirm or self-correct word recognition.
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STRAND / DOMAIN **WRITING**

CATEGORY / PERFORMANCE INDICATOR		Inquiry to Build and Present Knowledge
STANDARD	W.1:	Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism.

EXPECTATION	W.1.6-8.b.	Assess the credibility and accuracy of a variety of sources in order to gather relevant information that leads to conclusions.
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EXPECTATION	W.1.6-8.c.	Take organized notes that purposefully quote, summarize, and/or paraphrase a variety of sources while avoiding plagiarism.
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STRAND / DOMAIN **WRITING**

CATEGORY / PERFORMANCE INDICATOR		Process and Production
STANDARD	W.2:	Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.

EXPECTATION	W.2.6-8.a.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach, focusing on how well purpose and audience have been addressed.
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EXPECTATION	W.2.6-8.b.	Use technology to produce writing, as well as to interact and collaborate with others.
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STRAND / DOMAIN **WRITING**

CATEGORY / PERFORMANCE INDICATOR		Composing for Audience and Purpose
STANDARD	W.3:	Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.

EXPECTATION	W.3.6-8.a.	Compose clear and increasingly complex pieces with sections that are organized according to task, audience, and purpose.
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EXPECTATION	W.3.6-8.b.	Develop and support the topic with relevant techniques and logically ordered details.
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EXPECTATION	W.3.6-8.d.	Effectively use increasingly complex and precise language to establish an appropriate voice and tone.
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Language Arts
Grade 6 - Adopted: 2020

STRAND / DOMAIN **Guiding Principles**

CATEGORY / PERFORMANCE INDICATOR	A.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.
CATEGORY / PERFORMANCE INDICATOR	B.	A self-directed and lifelong learner: Students apply knowledge in new contexts and demonstrate flexibility including the ability to learn, unlearn and relearn.
CATEGORY / PERFORMANCE INDICATOR	D.	A responsible and involved citizen: Students demonstrate ethical behavior, particularly during the discussion of ideas, maintaining awareness of, and respect for, multiple and diverse perspectives.

STRAND / DOMAIN **LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR		Conventions of Standard English
STANDARD	L.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION	L.1.6-8.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
EXPECTATION	L.1.6-8.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.
EXPECTATION	L.1.6-8.f.	Explain the function of phrases and clauses in general and their function in specific sentences.
EXPECTATION	L.1.6-8.j.	Form and use verbs in the active and passive voice.
EXPECTATION	L.1.6-8.l.	Recognize and correct inappropriate shifts in verb voice and mood.

STRAND / DOMAIN **LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR		Conventions of Standard English
STANDARD	L.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION	L.2.6-8.a.	Spell correctly.
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STRAND / DOMAIN **LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR		Knowledge of Language
STANDARD	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.

EXPECTATION	L.3.6-8.c.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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STRAND / DOMAIN

LANGUAGE

CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.4:	Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.

EXPECTATION	L.4.6-8.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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EXPECTATION	L.4.6-8.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 / DOMAIN

LANGUAGE

CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking, and listening.

EXPECTATION	L.5.6-8.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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EXPECTATION	L.5.6-8.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 / DOMAIN

LANGUAGE

CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.6:	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

EXPECTATION	L.6.6-8.	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 / DOMAIN

SPEAKING AND LISTENING

CATEGORY / PERFORMANCE INDICATOR		Comprehension and Collaboration
STANDARD	SL.1:	Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.

EXPECTATION	SL.1.6-8.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, student-led, and teacher-led) on grade 6-8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
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GRADE EXPECTATION	SL.1.6-8.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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GRADE EXPECTATION	SL.1.6-8.b.	Follow rules for collegial discussions and decision-making, set and track progress toward specific goals and deadlines, and define individual roles as needed.
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STRAND / DOMAIN **SPEAKING AND LISTENING**

CATEGORY / PERFORMANCE INDICATOR		Comprehension and Collaboration
STANDARD	SL.2:	Integrate and evaluate information presented in diverse media and formats, including point of view, reasoning, and use of evidence and rhetoric.

EXPECTATION	SL.2.6-8.a.	Interpret information, analyze the main ideas and supporting details, and analyze the purpose of information presented in diverse formats.
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EXPECTATION	SL.2.6-8.b.	Explain how the presentation contributes to or clarifies a topic under study, and evaluate the motives (e.g., social, commercial, political) behind its presentation.
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STRAND / DOMAIN **READING**

CATEGORY / PERFORMANCE INDICATOR		Key Ideas and Details
STANDARD	R.4:	Read various texts closely to determine what each text explicitly says and to make logical inferences; cite specific textual evidence to support conclusions drawn from the text.

EXPECTATION	R.4.6-8.	Cite several pieces of textual evidence that most strongly support an analysis of what the text says explicitly as well as inferences drawn from the text.
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STRAND / DOMAIN **READING**

CATEGORY / PERFORMANCE INDICATOR		Key Ideas and Details
STANDARD	R.5:	Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text.

EXPECTATION	R.5.6-8.a.	Provide an accurate summary of various texts;
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EXPECTATION	R.5.6-8.b.	Determine theme(s) or central idea(s) and analyze how its development is conveyed over the course of the texts, including its relationship to specific supporting details.
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STRAND / DOMAIN **READING**

CATEGORY / PERFORMANCE INDICATOR		Craft and Structure
STANDARD	R.7:	Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

EXPECTATION	R.7.6-8.	Determine the meaning of figurative, connotative, and technical word meanings and phrases as they are used in various texts; analyze the impact of specific word choices and techniques on meaning and tone.
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**STRAND /
DOMAIN****READING**

CATEGORY / PERFORMANCE INDICATOR		Craft and Structure
STANDARD	R.8:	Analyze the structure of various texts, including how the features and components relate to each other and the whole.

EXPECTATION R.8.6-8. Analyze how the organization and structure of specific features and components in various texts develop ideas and/or meaning, contributing to the author's purpose for the text as a whole.

**STRAND /
DOMAIN****READING**

CATEGORY / PERFORMANCE INDICATOR		Integration of Knowledge and Ideas
STANDARD	R.10:	Evaluate the argument and specific claims in various texts.

EXPECTATION R.10.6-8.a. Distinguish among fact, opinion, evidence, reasoning, and qualifying statements in a text.

**STRAND /
DOMAIN****READING**

CATEGORY / PERFORMANCE INDICATOR		Integration of Knowledge and Ideas
STANDARD	R.11:	Analyze and evaluate content presented in various texts (e.g. literary, historical, visual, artistic, quantitative, technological).

EXPECTATION R.11.6-8.b. Evaluate the advantages and disadvantages of an author's choice for using a specific form and/or text type.

**STRAND /
DOMAIN****READING**

CATEGORY / PERFORMANCE INDICATOR		Fluency
STANDARD	R.12:	Read with sufficient accuracy and fluency to support comprehension

EXPECTATION R.12.6-8.a. Read with sufficient accuracy and fluency to support comprehension.

EXPECTATION R.12.6-8.b. Read various on-level texts with purpose and understanding.

EXPECTATION R.12.6-8.c. Use context to confirm or self-correct word recognition.

**STRAND /
DOMAIN****WRITING**

CATEGORY / PERFORMANCE INDICATOR		Inquiry to Build and Present Knowledge
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STANDARD	W.1:	Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism.
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EXPECTATION	W.1.6-8.b.	Assess the credibility and accuracy of a variety of sources in order to gather relevant information that leads to conclusions.
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EXPECTATION	W.1.6-8.c.	Take organized notes that purposefully quote, summarize, and/or paraphrase a variety of sources while avoiding plagiarism.
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STRAND / DOMAIN WRITING

CATEGORY / PERFORMANCE INDICATOR		Process and Production
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STANDARD	W.2:	Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.
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EXPECTATION	W.2.6-8.a.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach, focusing on how well purpose and audience have been addressed.
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EXPECTATION	W.2.6-8.b.	Use technology to produce writing, as well as to interact and collaborate with others.
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STRAND / DOMAIN WRITING

CATEGORY / PERFORMANCE INDICATOR		Composing for Audience and Purpose
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STANDARD	W.3:	Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.
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EXPECTATION	W.3.6-8.a.	Compose clear and increasingly complex pieces with sections that are organized according to task, audience, and purpose.
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EXPECTATION	W.3.6-8.b.	Develop and support the topic with relevant techniques and logically ordered details.
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EXPECTATION	W.3.6-8.d.	Effectively use increasingly complex and precise language to establish an appropriate voice and tone.
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UNIT 4: SUMMARIZING A REFERENCE Week 9 Page 81-88

**Maine Learning Results
Language Arts
Grade 6 - Adopted: 2020**

STRAND / DOMAIN Guiding Principles

CATEGORY / PERFORMANCE INDICATOR	A.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.
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CATEGORY / PERFORMANCE INDICATOR	B.	A self-directed and lifelong learner: Students apply knowledge in new contexts and demonstrate flexibility including the ability to learn, unlearn and relearn.
CATEGORY / PERFORMANCE INDICATOR	D.	A responsible and involved citizen: Students demonstrate ethical behavior, particularly during the discussion of ideas, maintaining awareness of, and respect for, multiple and diverse perspectives.

STRAND / DOMAIN **LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR		Conventions of Standard English
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STANDARD	L.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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EXPECTATION L.1.6-8.c. Recognize and correct inappropriate shifts in pronoun number and person.

EXPECTATION L.1.6-8.d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

EXPECTATION L.1.6-8.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.

EXPECTATION L.1.6-8.f. Explain the function of phrases and clauses in general and their function in specific sentences.

EXPECTATION L.1.6-8.j. Form and use verbs in the active and passive voice.

EXPECTATION L.1.6-8.l. Recognize and correct inappropriate shifts in verb voice and mood.

STRAND / DOMAIN **LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR		Conventions of Standard English
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STANDARD	L.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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EXPECTATION L.2.6-8.a. Spell correctly.

STRAND / DOMAIN **LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR		Knowledge of Language
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STANDARD	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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EXPECTATION L.3.6-8.c. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

STRAND / DOMAIN **LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.4:	Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.

EXPECTATION L.4.6-8.a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

EXPECTATION L.4.6-8.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 / DOMAIN **LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking, and listening.

EXPECTATION L.5.6-8.a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

EXPECTATION L.5.6-8.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 / DOMAIN **LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.6:	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

EXPECTATION L.6.6-8. 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 / DOMAIN **SPEAKING AND LISTENING**

CATEGORY / PERFORMANCE INDICATOR		Comprehension and Collaboration
STANDARD	SL.1:	Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.

EXPECTATION SL.1.6-8. Engage effectively in a range of collaborative discussions (one-on-one, in groups, student-led, and teacher-led) on grade 6-8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

GRADE EXPECTATION SL.1.6-8.a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

GRADE EXPECTATION SL.1.6-8.b. Follow rules for collegial discussions and decision-making, set and track progress toward specific goals and deadlines, and define individual roles as needed.

**STRAND /
DOMAIN****SPEAKING AND LISTENING**

CATEGORY / PERFORMANCE INDICATOR		Comprehension and Collaboration
STANDARD	SL.2:	Integrate and evaluate information presented in diverse media and formats, including point of view, reasoning, and use of evidence and rhetoric.
EXPECTATION	SL.2.6-8.a.	Interpret information, analyze the main ideas and supporting details, and analyze the purpose of information presented in diverse formats.
EXPECTATION	SL.2.6-8.b.	Explain how the presentation contributes to or clarifies a topic under study, and evaluate the motives (e.g., social, commercial, political) behind its presentation.

**STRAND /
DOMAIN****READING**

CATEGORY / PERFORMANCE INDICATOR		Key Ideas and Details
STANDARD	R.4:	Read various texts closely to determine what each text explicitly says and to make logical inferences; cite specific textual evidence to support conclusions drawn from the text.
EXPECTATION	R.4.6-8.	Cite several pieces of textual evidence that most strongly support an analysis of what the text says explicitly as well as inferences drawn from the text.

**STRAND /
DOMAIN****READING**

CATEGORY / PERFORMANCE INDICATOR		Key Ideas and Details
STANDARD	R.5:	Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text.
EXPECTATION	R.5.6-8.a.	Provide an accurate summary of various texts;
EXPECTATION	R.5.6-8.b.	Determine theme(s) or central idea(s) and analyze how its development is conveyed over the course of the texts, including its relationship to specific supporting details.

**STRAND /
DOMAIN****READING**

CATEGORY / PERFORMANCE INDICATOR		Craft and Structure
STANDARD	R.7:	Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION	R.7.6-8.	Determine the meaning of figurative, connotative, and technical word meanings and phrases as they are used in various texts; analyze the impact of specific word choices and techniques on meaning and tone.

**STRAND /
DOMAIN****READING**

CATEGORY / PERFORMANCE INDICATOR		Craft and Structure
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STANDARD	R.8:	Analyze the structure of various texts, including how the features and components relate to each other and the whole.
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EXPECTATION R.8.6-8. Analyze how the organization and structure of specific features and components in various texts develop ideas and/or meaning, contributing to the author's purpose for the text as a whole.

STRAND / DOMAIN

READING

CATEGORY / PERFORMANCE INDICATOR		Integration of Knowledge and Ideas
STANDARD	R.10:	Evaluate the argument and specific claims in various texts.

EXPECTATION R.10.6-8.a. Distinguish among fact, opinion, evidence, reasoning, and qualifying statements in a text.

STRAND / DOMAIN

READING

CATEGORY / PERFORMANCE INDICATOR		Integration of Knowledge and Ideas
STANDARD	R.11:	Analyze and evaluate content presented in various texts (e.g. literary, historical, visual, artistic, quantitative, technological).

EXPECTATION R.11.6-8.b. Evaluate the advantages and disadvantages of an author's choice for using a specific form and/or text type.

STRAND / DOMAIN

READING

CATEGORY / PERFORMANCE INDICATOR		Fluency
STANDARD	R.12:	Read with sufficient accuracy and fluency to support comprehension

EXPECTATION R.12.6-8.a. Read with sufficient accuracy and fluency to support comprehension.

EXPECTATION R.12.6-8.b. Read various on-level texts with purpose and understanding.

EXPECTATION R.12.6-8.c. Use context to confirm or self-correct word recognition.

STRAND / DOMAIN

WRITING

CATEGORY / PERFORMANCE INDICATOR		Inquiry to Build and Present Knowledge
STANDARD	W.1:	Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism.

EXPECTATION W.1.6-8.b. Assess the credibility and accuracy of a variety of sources in order to gather relevant information that leads to conclusions.

EXPECTATION	W.1.6-8.c.	Take organized notes that purposefully quote, summarize, and/or paraphrase a variety of sources while avoiding plagiarism.
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STRAND / DOMAIN

WRITING

CATEGORY / PERFORMANCE INDICATOR		Process and Production
STANDARD	W.2:	Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.

EXPECTATION	W.2.6-8.a.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach, focusing on how well purpose and audience have been addressed.
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EXPECTATION	W.2.6-8.b.	Use technology to produce writing, as well as to interact and collaborate with others.
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STRAND / DOMAIN

WRITING

CATEGORY / PERFORMANCE INDICATOR		Composing for Audience and Purpose
STANDARD	W.3:	Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.

EXPECTATION	W.3.6-8.a.	Compose clear and increasingly complex pieces with sections that are organized according to task, audience, and purpose.
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EXPECTATION	W.3.6-8.b.	Develop and support the topic with relevant techniques and logically ordered details.
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EXPECTATION	W.3.6-8.d.	Effectively use increasingly complex and precise language to establish an appropriate voice and tone.
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**Maine Learning Results
Language Arts
Grade 6 - Adopted: 2020**

STRAND / DOMAIN

Guiding Principles

CATEGORY / PERFORMANCE INDICATOR	A.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.
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CATEGORY / PERFORMANCE INDICATOR	B.	A self-directed and lifelong learner: Students apply knowledge in new contexts and demonstrate flexibility including the ability to learn, unlearn and relearn.
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STRAND / DOMAIN

LANGUAGE

CATEGORY / PERFORMANCE INDICATOR		Conventions of Standard English
STANDARD	L.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION L.1.6-8.d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

EXPECTATION L.1.6-8.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.

EXPECTATION L.1.6-8.f. Explain the function of phrases and clauses in general and their function in specific sentences.

EXPECTATION L.1.6-8.j. Form and use verbs in the active and passive voice.

EXPECTATION L.1.6-8.l. Recognize and correct inappropriate shifts in verb voice and mood.

STRAND / DOMAIN **LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR		Conventions of Standard English
STANDARD	L.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION L.2.6-8.a. Spell correctly.

STRAND / DOMAIN **LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR		Knowledge of Language
STANDARD	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.

EXPECTATION L.3.6-8.c. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

STRAND / DOMAIN **LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.4:	Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.

EXPECTATION L.4.6-8.a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

EXPECTATION L.4.6-8.c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

EXPECTATION	L.4.6-8.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 / DOMAIN **LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking, and listening.

EXPECTATION	L.5.6-8.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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EXPECTATION	L.5.6-8.c.	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
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EXPECTATION	L.5.6-8.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 / DOMAIN **LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.6:	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

EXPECTATION	L.6.6-8.	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 / DOMAIN **SPEAKING AND LISTENING**

CATEGORY / PERFORMANCE INDICATOR		Comprehension and Collaboration
STANDARD	SL.2:	Integrate and evaluate information presented in diverse media and formats, including point of view, reasoning, and use of evidence and rhetoric.

EXPECTATION	SL.2.6-8.a.	Interpret information, analyze the main ideas and supporting details, and analyze the purpose of information presented in diverse formats.
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EXPECTATION	SL.2.6-8.b.	Explain how the presentation contributes to or clarifies a topic under study, and evaluate the motives (e.g., social, commercial, political) behind its presentation.
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STRAND / DOMAIN **READING**

CATEGORY / PERFORMANCE INDICATOR		Key Ideas and Details
STANDARD	R.4:	Read various texts closely to determine what each text explicitly says and to make logical inferences; cite specific textual evidence to support conclusions drawn from the text.

EXPECTATION	R.4.6-8.	Cite several pieces of textual evidence that most strongly support an analysis of what the text says explicitly as well as inferences drawn from the text.
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STRAND / DOMAIN

READING

CATEGORY / PERFORMANCE INDICATOR		Key Ideas and Details
STANDARD	R.5:	Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text.

EXPECTATION	R.5.6-8.b.	Determine theme(s) or central idea(s) and analyze how its development is conveyed over the course of the texts, including its relationship to specific supporting details.
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STRAND / DOMAIN

READING

CATEGORY / PERFORMANCE INDICATOR		Integration of Knowledge and Ideas
STANDARD	R.10:	Evaluate the argument and specific claims in various texts.

EXPECTATION	R.10.6-8.a.	Distinguish among fact, opinion, evidence, reasoning, and qualifying statements in a text.
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STRAND / DOMAIN

READING

CATEGORY / PERFORMANCE INDICATOR		Fluency
STANDARD	R.12:	Read with sufficient accuracy and fluency to support comprehension

EXPECTATION	R.12.6-8.a.	Read with sufficient accuracy and fluency to support comprehension.
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EXPECTATION	R.12.6-8.b.	Read various on-level texts with purpose and understanding.
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EXPECTATION	R.12.6-8.c.	Use context to confirm or self-correct word recognition.
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STRAND / DOMAIN

WRITING

CATEGORY / PERFORMANCE INDICATOR		Inquiry to Build and Present Knowledge
STANDARD	W.1:	Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism.

EXPECTATION	W.1.6-8.b.	Assess the credibility and accuracy of a variety of sources in order to gather relevant information that leads to conclusions.
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EXPECTATION	W.1.6-8.c.	Take organized notes that purposefully quote, summarize, and/or paraphrase a variety of sources while avoiding plagiarism.
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**STRAND /
DOMAIN****WRITING**

CATEGORY / PERFORMANCE INDICATOR		Process and Production
STANDARD	W.2:	Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.
EXPECTATION	W.2.6-8.a.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach, focusing on how well purpose and audience have been addressed.
EXPECTATION	W.2.6-8.b.	Use technology to produce writing, as well as to interact and collaborate with others.

**STRAND /
DOMAIN****WRITING**

CATEGORY / PERFORMANCE INDICATOR		Composing for Audience and Purpose
STANDARD	W.3:	Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.
EXPECTATION	W.3.6-8.a.	Compose clear and increasingly complex pieces with sections that are organized according to task, audience, and purpose.
EXPECTATION	W.3.6-8.b.	Develop and support the topic with relevant techniques and logically ordered details.
EXPECTATION	W.3.6-8.d.	Effectively use increasingly complex and precise language to establish an appropriate voice and tone.

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

**Maine Learning Results
Language Arts
Grade 6 - Adopted: 2020**

**STRAND /
DOMAIN****Guiding Principles**

CATEGORY / PERFORMANCE INDICATOR	A.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.
CATEGORY / PERFORMANCE INDICATOR	B.	A self-directed and lifelong learner: Students apply knowledge in new contexts and demonstrate flexibility including the ability to learn, unlearn and relearn.

**STRAND /
DOMAIN****LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR		Conventions of Standard English
STANDARD	L.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION	L.1.6-8.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
EXPECTATION	L.1.6-8.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.
EXPECTATION	L.1.6-8.f.	Explain the function of phrases and clauses in general and their function in specific sentences.
EXPECTATION	L.1.6-8.j.	Form and use verbs in the active and passive voice.
EXPECTATION	L.1.6-8.l.	Recognize and correct inappropriate shifts in verb voice and mood.

STRAND / DOMAIN **LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR		Conventions of Standard English
STANDARD	L.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION L.2.6-8.a. Spell correctly.

STRAND / DOMAIN **LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR		Knowledge of Language
STANDARD	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.

EXPECTATION L.3.6-8.c. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

STRAND / DOMAIN **LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.4:	Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.

EXPECTATION L.4.6-8.a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

EXPECTATION L.4.6-8.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 / DOMAIN **LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking, and listening.

EXPECTATION	L.5.6-8.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	L.5.6-8.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 / DOMAIN **LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.6:	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

EXPECTATION L.6.6-8. 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 / DOMAIN **SPEAKING AND LISTENING**

CATEGORY / PERFORMANCE INDICATOR		Comprehension and Collaboration
STANDARD	SL.2:	Integrate and evaluate information presented in diverse media and formats, including point of view, reasoning, and use of evidence and rhetoric.

EXPECTATION SL.2.6-8.a. Interpret information, analyze the main ideas and supporting details, and analyze the purpose of information presented in diverse formats.

EXPECTATION SL.2.6-8.b. Explain how the presentation contributes to or clarifies a topic under study, and evaluate the motives (e.g., social, commercial, political) behind its presentation.

STRAND / DOMAIN **READING**

CATEGORY / PERFORMANCE INDICATOR		Key Ideas and Details
STANDARD	R.4:	Read various texts closely to determine what each text explicitly says and to make logical inferences; cite specific textual evidence to support conclusions drawn from the text.

EXPECTATION R.4.6-8. Cite several pieces of textual evidence that most strongly support an analysis of what the text says explicitly as well as inferences drawn from the text.

STRAND / DOMAIN **READING**

CATEGORY / PERFORMANCE INDICATOR		Key Ideas and Details
STANDARD	R.5:	Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text.

EXPECTATION R.5.6-8.b. Determine theme(s) or central idea(s) and analyze how its development is conveyed over the course of the texts, including its relationship to specific supporting details.

**STRAND /
DOMAIN****READING**

CATEGORY / PERFORMANCE INDICATOR		Integration of Knowledge and Ideas
STANDARD	R.10:	Evaluate the argument and specific claims in various texts.

EXPECTATION R.10.6-8.a. Distinguish among fact, opinion, evidence, reasoning, and qualifying statements in a text.

**STRAND /
DOMAIN****READING**

CATEGORY / PERFORMANCE INDICATOR		Fluency
STANDARD	R.12:	Read with sufficient accuracy and fluency to support comprehension

EXPECTATION R.12.6-8.a. Read with sufficient accuracy and fluency to support comprehension.

EXPECTATION R.12.6-8.b. Read various on-level texts with purpose and understanding.

EXPECTATION R.12.6-8.c. Use context to confirm or self-correct word recognition.

**STRAND /
DOMAIN****WRITING**

CATEGORY / PERFORMANCE INDICATOR		Inquiry to Build and Present Knowledge
STANDARD	W.1:	Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism.

EXPECTATION W.1.6-8.b. Assess the credibility and accuracy of a variety of sources in order to gather relevant information that leads to conclusions.

EXPECTATION W.1.6-8.c. Take organized notes that purposefully quote, summarize, and/or paraphrase a variety of sources while avoiding plagiarism.

**STRAND /
DOMAIN****WRITING**

CATEGORY / PERFORMANCE INDICATOR		Process and Production
STANDARD	W.2:	Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.

EXPECTATION W.2.6-8.a. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach, focusing on how well purpose and audience have been addressed.

EXPECTATION	W.2.6-8.b.	Use technology to produce writing, as well as to interact and collaborate with others.
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STRAND / DOMAIN

WRITING

CATEGORY / PERFORMANCE INDICATOR		Composing for Audience and Purpose
STANDARD	W.3:	Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.

EXPECTATION	W.3.6-8.a.	Compose clear and increasingly complex pieces with sections that are organized according to task, audience, and purpose.
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EXPECTATION	W.3.6-8.b.	Develop and support the topic with relevant techniques and logically ordered details.
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EXPECTATION	W.3.6-8.d.	Effectively use increasingly complex and precise language to establish an appropriate voice and tone.
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UNIT 5: WRITING FROM PICTURES Week 12 Page 107-114

**Maine Learning Results
Language Arts
Grade 6 - Adopted: 2020**

STRAND / DOMAIN

Guiding Principles

CATEGORY / PERFORMANCE INDICATOR	A.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.
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CATEGORY / PERFORMANCE INDICATOR	B.	A self-directed and lifelong learner: Students apply knowledge in new contexts and demonstrate flexibility including the ability to learn, unlearn and relearn.
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STRAND / DOMAIN

LANGUAGE

CATEGORY / PERFORMANCE INDICATOR		Conventions of Standard English
STANDARD	L.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION	L.1.6-8.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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EXPECTATION	L.1.6-8.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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EXPECTATION	L.1.6-8.f.	Explain the function of phrases and clauses in general and their function in specific sentences.
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EXPECTATION	L.1.6-8.j.	Form and use verbs in the active and passive voice.
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EXPECTATION L.1.6-8.l. Recognize and correct inappropriate shifts in verb voice and mood.

STRAND / DOMAIN **LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR		Conventions of Standard English
STANDARD	L.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION L.2.6-8.a. Spell correctly.

STRAND / DOMAIN **LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR		Knowledge of Language
STANDARD	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.

EXPECTATION L.3.6-8.c. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

STRAND / DOMAIN **LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.4:	Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.

EXPECTATION L.4.6-8.a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

EXPECTATION L.4.6-8.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 / DOMAIN **LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking, and listening.

EXPECTATION L.5.6-8.a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

EXPECTATION L.5.6-8.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 / DOMAIN **LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.6:	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

EXPECTATION L.6.6-8. 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 / DOMAIN **SPEAKING AND LISTENING**

CATEGORY / PERFORMANCE INDICATOR		Comprehension and Collaboration
STANDARD	SL.2:	Integrate and evaluate information presented in diverse media and formats, including point of view, reasoning, and use of evidence and rhetoric.

EXPECTATION SL.2.6-8.a. Interpret information, analyze the main ideas and supporting details, and analyze the purpose of information presented in diverse formats.

EXPECTATION SL.2.6-8.b. Explain how the presentation contributes to or clarifies a topic under study, and evaluate the motives (e.g., social, commercial, political) behind its presentation.

STRAND / DOMAIN **READING**

CATEGORY / PERFORMANCE INDICATOR		Key Ideas and Details
STANDARD	R.5:	Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text.

EXPECTATION R.5.6-8.b. Determine theme(s) or central idea(s) and analyze how its development is conveyed over the course of the texts, including its relationship to specific supporting details.

STRAND / DOMAIN **READING**

CATEGORY / PERFORMANCE INDICATOR		Key Ideas and Details
STANDARD	R.6:	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

EXPECTATION R.6.6-8. Analyze in detail how an author develops individuals/characters, events, ideas, elements and/or techniques to create interactions over the course of a text (or a series of texts).

STRAND / DOMAIN **READING**

CATEGORY / PERFORMANCE INDICATOR		Fluency
STANDARD	R.12:	Read with sufficient accuracy and fluency to support comprehension

EXPECTATION R.12.6-8.a. Read with sufficient accuracy and fluency to support comprehension.

EXPECTATION	R.12.6-8.b.	Read various on-level texts with purpose and understanding.
EXPECTATION	R.12.6-8.c.	Use context to confirm or self-correct word recognition.

STRAND / DOMAIN

WRITING

CATEGORY / PERFORMANCE INDICATOR		Process and Production
STANDARD	W.2:	Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.

EXPECTATION	W.2.6-8.a.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach, focusing on how well purpose and audience have been addressed.
EXPECTATION	W.2.6-8.b.	Use technology to produce writing, as well as to interact and collaborate with others.

STRAND / DOMAIN

WRITING

CATEGORY / PERFORMANCE INDICATOR		Composing for Audience and Purpose
STANDARD	W.3:	Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.

EXPECTATION	W.3.6-8.a.	Compose clear and increasingly complex pieces with sections that are organized according to task, audience, and purpose.
EXPECTATION	W.3.6-8.b.	Develop and support the topic with relevant techniques and logically ordered details.

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

**Maine Learning Results
Language Arts
Grade 6 - Adopted: 2020**

STRAND / DOMAIN

Guiding Principles

CATEGORY / PERFORMANCE INDICATOR	A.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.
CATEGORY / PERFORMANCE INDICATOR	B.	A self-directed and lifelong learner: Students apply knowledge in new contexts and demonstrate flexibility including the ability to learn, unlearn and relearn.
CATEGORY / PERFORMANCE INDICATOR	D.	A responsible and involved citizen: Students demonstrate ethical behavior, particularly during the discussion of ideas, maintaining awareness of, and respect for, multiple and diverse perspectives.

CATEGORY / PERFORMANCE INDICATOR	E.	An integrative and informed thinker: Students frequently read, evaluate, and synthesize information and ideas from multiple sources, incorporating it into both oral and written communication.
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STRAND / DOMAIN **LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR		Conventions of Standard English
STANDARD	L.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION	L.1.6-8.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
EXPECTATION	L.1.6-8.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.
EXPECTATION	L.1.6-8.f.	Explain the function of phrases and clauses in general and their function in specific sentences.
EXPECTATION	L.1.6-8.j.	Form and use verbs in the active and passive voice.
EXPECTATION	L.1.6-8.l.	Recognize and correct inappropriate shifts in verb voice and mood.

STRAND / DOMAIN **LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR		Conventions of Standard English
STANDARD	L.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION	L.2.6-8.a.	Spell correctly.
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STRAND / DOMAIN **LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR		Knowledge of Language
STANDARD	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.

EXPECTATION	L.3.6-8.c.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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STRAND / DOMAIN **LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.4:	Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.

EXPECTATION	L.4.6-8.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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EXPECTATION	L.4.6-8.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 / DOMAIN **LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking, and listening.

EXPECTATION	L.5.6-8.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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EXPECTATION	L.5.6-8.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 / DOMAIN **LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.6:	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

EXPECTATION	L.6.6-8.	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 / DOMAIN **SPEAKING AND LISTENING**

CATEGORY / PERFORMANCE INDICATOR		Comprehension and Collaboration
STANDARD	SL.1:	Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.

EXPECTATION	SL.1.6-8.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, student-led, and teacher-led) on grade 6-8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
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GRADE EXPECTATION	SL.1.6-8.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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GRADE EXPECTATION	SL.1.6-8.b.	Follow rules for collegial discussions and decision-making, set and track progress toward specific goals and deadlines, and define individual roles as needed.
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STRAND / DOMAIN **SPEAKING AND LISTENING**

CATEGORY / PERFORMANCE INDICATOR		Comprehension and Collaboration
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STANDARD	SL.2:	Integrate and evaluate information presented in diverse media and formats, including point of view, reasoning, and use of evidence and rhetoric.
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EXPECTATION	SL.2.6-8.a.	Interpret information, analyze the main ideas and supporting details, and analyze the purpose of information presented in diverse formats.
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EXPECTATION	SL.2.6-8.b.	Explain how the presentation contributes to or clarifies a topic under study, and evaluate the motives (e.g., social, commercial, political) behind its presentation.
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STRAND / DOMAIN **READING**

CATEGORY / PERFORMANCE INDICATOR		Key Ideas and Details
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STANDARD	R.4:	Read various texts closely to determine what each text explicitly says and to make logical inferences; cite specific textual evidence to support conclusions drawn from the text.
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EXPECTATION	R.4.6-8.	Cite several pieces of textual evidence that most strongly support an analysis of what the text says explicitly as well as inferences drawn from the text.
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STRAND / DOMAIN **READING**

CATEGORY / PERFORMANCE INDICATOR		Key Ideas and Details
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STANDARD	R.5:	Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text.
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EXPECTATION	R.5.6-8.a.	Provide an accurate summary of various texts;
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EXPECTATION	R.5.6-8.b.	Determine theme(s) or central idea(s) and analyze how its development is conveyed over the course of the texts, including its relationship to specific supporting details.
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STRAND / DOMAIN **READING**

CATEGORY / PERFORMANCE INDICATOR		Craft and Structure
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STANDARD	R.7:	Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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EXPECTATION	R.7.6-8.	Determine the meaning of figurative, connotative, and technical word meanings and phrases as they are used in various texts; analyze the impact of specific word choices and techniques on meaning and tone.
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STRAND / DOMAIN **READING**

CATEGORY / PERFORMANCE INDICATOR		Craft and Structure
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STANDARD	R.8:	Analyze the structure of various texts, including how the features and components relate to each other and the whole.
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EXPECTATION	R.8.6-8.	Analyze how the organization and structure of specific features and components in various texts develop ideas and/or meaning, contributing to the author's purpose for the text as a whole.
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**STRAND /
DOMAIN****READING**

CATEGORY / PERFORMANCE INDICATOR		Integration of Knowledge and Ideas
STANDARD	R.10:	Evaluate the argument and specific claims in various texts.

EXPECTATION R.10.6-8.a. Distinguish among fact, opinion, evidence, reasoning, and qualifying statements in a text.

**STRAND /
DOMAIN****READING**

CATEGORY / PERFORMANCE INDICATOR		Integration of Knowledge and Ideas
STANDARD	R.11:	Analyze and evaluate content presented in various texts (e.g. literary, historical, visual, artistic, quantitative, technological).

EXPECTATION R.11.6-8.a. Analyze how two or more authors of various texts present information by emphasizing different interpretations of a theme and/or topic.

EXPECTATION R.11.6-8.b. Evaluate the advantages and disadvantages of an author's choice for using a specific form and/or text type.

**STRAND /
DOMAIN****READING**

CATEGORY / PERFORMANCE INDICATOR		Fluency
STANDARD	R.12:	Read with sufficient accuracy and fluency to support comprehension

EXPECTATION R.12.6-8.a. Read with sufficient accuracy and fluency to support comprehension.

EXPECTATION R.12.6-8.b. Read various on-level texts with purpose and understanding.

EXPECTATION R.12.6-8.c. Use context to confirm or self-correct word recognition.

**STRAND /
DOMAIN****WRITING**

CATEGORY / PERFORMANCE INDICATOR		Inquiry to Build and Present Knowledge
STANDARD	W.1:	Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism.

EXPECTATION W.1.6-8.b. Assess the credibility and accuracy of a variety of sources in order to gather relevant information that leads to conclusions.

EXPECTATION W.1.6-8.c. Take organized notes that purposefully quote, summarize, and/or paraphrase a variety of sources while avoiding plagiarism.

EXPECTATION	W.1.6-8.d.	Follow a standard format for citation (in-text and a list of sources) that applies to task, audience, and purpose.
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STRAND / DOMAIN

WRITING

CATEGORY / PERFORMANCE INDICATOR		Process and Production
STANDARD	W.2:	Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.

EXPECTATION	W.2.6-8.a.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach, focusing on how well purpose and audience have been addressed.
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EXPECTATION	W.2.6-8.b.	Use technology to produce writing, as well as to interact and collaborate with others.
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STRAND / DOMAIN

WRITING

CATEGORY / PERFORMANCE INDICATOR		Composing for Audience and Purpose
STANDARD	W.3:	Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.

EXPECTATION	W.3.6-8.a.	Compose clear and increasingly complex pieces with sections that are organized according to task, audience, and purpose.
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EXPECTATION	W.3.6-8.b.	Develop and support the topic with relevant techniques and logically ordered details.
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EXPECTATION	W.3.6-8.d.	Effectively use increasingly complex and precise language to establish an appropriate voice and tone.
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UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 14 Page 127-140

**Maine Learning Results
Language Arts
Grade 6 - Adopted: 2020**

STRAND / DOMAIN

Guiding Principles

CATEGORY / PERFORMANCE INDICATOR	A.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.
CATEGORY / PERFORMANCE INDICATOR	B.	A self-directed and lifelong learner: Students apply knowledge in new contexts and demonstrate flexibility including the ability to learn, unlearn and relearn.
CATEGORY / PERFORMANCE INDICATOR	D.	A responsible and involved citizen: Students demonstrate ethical behavior, particularly during the discussion of ideas, maintaining awareness of, and respect for, multiple and diverse perspectives.

CATEGORY / PERFORMANCE INDICATOR	E.	An integrative and informed thinker: Students frequently read, evaluate, and synthesize information and ideas from multiple sources, incorporating it into both oral and written communication.
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STRAND / DOMAIN **LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR		Conventions of Standard English
STANDARD	L.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION L.1.6-8.d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

EXPECTATION L.1.6-8.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.

EXPECTATION L.1.6-8.f. Explain the function of phrases and clauses in general and their function in specific sentences.

EXPECTATION L.1.6-8.j. Form and use verbs in the active and passive voice.

EXPECTATION L.1.6-8.l. Recognize and correct inappropriate shifts in verb voice and mood.

STRAND / DOMAIN **LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR		Conventions of Standard English
STANDARD	L.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION L.2.6-8.a. Spell correctly.

STRAND / DOMAIN **LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR		Knowledge of Language
STANDARD	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.

EXPECTATION L.3.6-8.c. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

STRAND / DOMAIN **LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.4:	Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.

EXPECTATION	L.4.6-8.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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EXPECTATION	L.4.6-8.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 / DOMAIN **LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking, and listening.

EXPECTATION	L.5.6-8.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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EXPECTATION	L.5.6-8.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 / DOMAIN **LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.6:	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

EXPECTATION	L.6.6-8.	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 / DOMAIN **SPEAKING AND LISTENING**

CATEGORY / PERFORMANCE INDICATOR		Comprehension and Collaboration
STANDARD	SL.1:	Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.

EXPECTATION	SL.1.6-8.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, student-led, and teacher-led) on grade 6-8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
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GRADE EXPECTATION	SL.1.6-8.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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GRADE EXPECTATION	SL.1.6-8.b.	Follow rules for collegial discussions and decision-making, set and track progress toward specific goals and deadlines, and define individual roles as needed.
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STRAND / DOMAIN **SPEAKING AND LISTENING**

CATEGORY / PERFORMANCE INDICATOR		Comprehension and Collaboration
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STANDARD	SL.2:	Integrate and evaluate information presented in diverse media and formats, including point of view, reasoning, and use of evidence and rhetoric.
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EXPECTATION	SL.2.6-8.a.	Interpret information, analyze the main ideas and supporting details, and analyze the purpose of information presented in diverse formats.
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EXPECTATION	SL.2.6-8.b.	Explain how the presentation contributes to or clarifies a topic under study, and evaluate the motives (e.g., social, commercial, political) behind its presentation.
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STRAND / DOMAIN **READING**

CATEGORY / PERFORMANCE INDICATOR		Key Ideas and Details
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STANDARD	R.4:	Read various texts closely to determine what each text explicitly says and to make logical inferences; cite specific textual evidence to support conclusions drawn from the text.
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EXPECTATION	R.4.6-8.	Cite several pieces of textual evidence that most strongly support an analysis of what the text says explicitly as well as inferences drawn from the text.
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STRAND / DOMAIN **READING**

CATEGORY / PERFORMANCE INDICATOR		Key Ideas and Details
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STANDARD	R.5:	Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text.
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EXPECTATION	R.5.6-8.a.	Provide an accurate summary of various texts;
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EXPECTATION	R.5.6-8.b.	Determine theme(s) or central idea(s) and analyze how its development is conveyed over the course of the texts, including its relationship to specific supporting details.
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STRAND / DOMAIN **READING**

CATEGORY / PERFORMANCE INDICATOR		Craft and Structure
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STANDARD	R.7:	Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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EXPECTATION	R.7.6-8.	Determine the meaning of figurative, connotative, and technical word meanings and phrases as they are used in various texts; analyze the impact of specific word choices and techniques on meaning and tone.
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STRAND / DOMAIN **READING**

CATEGORY / PERFORMANCE INDICATOR		Craft and Structure
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STANDARD	R.8:	Analyze the structure of various texts, including how the features and components relate to each other and the whole.
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EXPECTATION	R.8.6-8.	Analyze how the organization and structure of specific features and components in various texts develop ideas and/or meaning, contributing to the author's purpose for the text as a whole.
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**STRAND /
DOMAIN****READING**

CATEGORY / PERFORMANCE INDICATOR		Integration of Knowledge and Ideas
STANDARD	R.10:	Evaluate the argument and specific claims in various texts.

EXPECTATION R.10.6-8.a. Distinguish among fact, opinion, evidence, reasoning, and qualifying statements in a text.

**STRAND /
DOMAIN****READING**

CATEGORY / PERFORMANCE INDICATOR		Integration of Knowledge and Ideas
STANDARD	R.11:	Analyze and evaluate content presented in various texts (e.g. literary, historical, visual, artistic, quantitative, technological).

EXPECTATION R.11.6-8.a. Analyze how two or more authors of various texts present information by emphasizing different interpretations of a theme and/or topic.

EXPECTATION R.11.6-8.b. Evaluate the advantages and disadvantages of an author's choice for using a specific form and/or text type.

**STRAND /
DOMAIN****READING**

CATEGORY / PERFORMANCE INDICATOR		Fluency
STANDARD	R.12:	Read with sufficient accuracy and fluency to support comprehension

EXPECTATION R.12.6-8.a. Read with sufficient accuracy and fluency to support comprehension.

EXPECTATION R.12.6-8.b. Read various on-level texts with purpose and understanding.

EXPECTATION R.12.6-8.c. Use context to confirm or self-correct word recognition.

**STRAND /
DOMAIN****WRITING**

CATEGORY / PERFORMANCE INDICATOR		Inquiry to Build and Present Knowledge
STANDARD	W.1:	Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism.

EXPECTATION W.1.6-8.b. Assess the credibility and accuracy of a variety of sources in order to gather relevant information that leads to conclusions.

EXPECTATION W.1.6-8.c. Take organized notes that purposefully quote, summarize, and/or paraphrase a variety of sources while avoiding plagiarism.

EXPECTATION	W.1.6-8.d.	Follow a standard format for citation (in-text and a list of sources) that applies to task, audience, and purpose.
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STRAND / DOMAIN

WRITING

CATEGORY / PERFORMANCE INDICATOR		Process and Production
STANDARD	W.2:	Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.

EXPECTATION	W.2.6-8.a.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach, focusing on how well purpose and audience have been addressed.
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EXPECTATION	W.2.6-8.b.	Use technology to produce writing, as well as to interact and collaborate with others.
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STRAND / DOMAIN

WRITING

CATEGORY / PERFORMANCE INDICATOR		Composing for Audience and Purpose
STANDARD	W.3:	Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.

EXPECTATION	W.3.6-8.a.	Compose clear and increasingly complex pieces with sections that are organized according to task, audience, and purpose.
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EXPECTATION	W.3.6-8.b.	Develop and support the topic with relevant techniques and logically ordered details.
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EXPECTATION	W.3.6-8.d.	Effectively use increasingly complex and precise language to establish an appropriate voice and tone.
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UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 15 Page 141-152

**Maine Learning Results
Language Arts
Grade 6 - Adopted: 2020**

STRAND / DOMAIN

Guiding Principles

CATEGORY / PERFORMANCE INDICATOR	A.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.
CATEGORY / PERFORMANCE INDICATOR	B.	A self-directed and lifelong learner: Students apply knowledge in new contexts and demonstrate flexibility including the ability to learn, unlearn and relearn.
CATEGORY / PERFORMANCE INDICATOR	D.	A responsible and involved citizen: Students demonstrate ethical behavior, particularly during the discussion of ideas, maintaining awareness of, and respect for, multiple and diverse perspectives.

CATEGORY / PERFORMANCE INDICATOR	E.	An integrative and informed thinker: Students frequently read, evaluate, and synthesize information and ideas from multiple sources, incorporating it into both oral and written communication.
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STRAND / DOMAIN **LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR		Conventions of Standard English
STANDARD	L.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION L.1.6-8.d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

EXPECTATION L.1.6-8.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.

EXPECTATION L.1.6-8.f. Explain the function of phrases and clauses in general and their function in specific sentences.

EXPECTATION L.1.6-8.j. Form and use verbs in the active and passive voice.

EXPECTATION L.1.6-8.l. Recognize and correct inappropriate shifts in verb voice and mood.

STRAND / DOMAIN **LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR		Conventions of Standard English
STANDARD	L.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION L.2.6-8.a. Spell correctly.

STRAND / DOMAIN **LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR		Knowledge of Language
STANDARD	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.

EXPECTATION L.3.6-8.c. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

STRAND / DOMAIN **LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.4:	Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.

EXPECTATION	L.4.6-8.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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EXPECTATION	L.4.6-8.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 / DOMAIN **LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking, and listening.

EXPECTATION	L.5.6-8.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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EXPECTATION	L.5.6-8.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 / DOMAIN **LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.6:	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

EXPECTATION	L.6.6-8.	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 / DOMAIN **SPEAKING AND LISTENING**

CATEGORY / PERFORMANCE INDICATOR		Comprehension and Collaboration
STANDARD	SL.1:	Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.

EXPECTATION	SL.1.6-8.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, student-led, and teacher-led) on grade 6-8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
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GRADE EXPECTATION	SL.1.6-8.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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GRADE EXPECTATION	SL.1.6-8.b.	Follow rules for collegial discussions and decision-making, set and track progress toward specific goals and deadlines, and define individual roles as needed.
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STRAND / DOMAIN **SPEAKING AND LISTENING**

CATEGORY / PERFORMANCE INDICATOR		Comprehension and Collaboration
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STANDARD	SL.2:	Integrate and evaluate information presented in diverse media and formats, including point of view, reasoning, and use of evidence and rhetoric.
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EXPECTATION	SL.2.6-8.a.	Interpret information, analyze the main ideas and supporting details, and analyze the purpose of information presented in diverse formats.
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EXPECTATION	SL.2.6-8.b.	Explain how the presentation contributes to or clarifies a topic under study, and evaluate the motives (e.g., social, commercial, political) behind its presentation.
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STRAND / DOMAIN **READING**

CATEGORY / PERFORMANCE INDICATOR		Key Ideas and Details
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STANDARD	R.4:	Read various texts closely to determine what each text explicitly says and to make logical inferences; cite specific textual evidence to support conclusions drawn from the text.
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EXPECTATION	R.4.6-8.	Cite several pieces of textual evidence that most strongly support an analysis of what the text says explicitly as well as inferences drawn from the text.
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STRAND / DOMAIN **READING**

CATEGORY / PERFORMANCE INDICATOR		Key Ideas and Details
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STANDARD	R.5:	Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text.
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EXPECTATION	R.5.6-8.a.	Provide an accurate summary of various texts;
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EXPECTATION	R.5.6-8.b.	Determine theme(s) or central idea(s) and analyze how its development is conveyed over the course of the texts, including its relationship to specific supporting details.
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STRAND / DOMAIN **READING**

CATEGORY / PERFORMANCE INDICATOR		Craft and Structure
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STANDARD	R.7:	Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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EXPECTATION	R.7.6-8.	Determine the meaning of figurative, connotative, and technical word meanings and phrases as they are used in various texts; analyze the impact of specific word choices and techniques on meaning and tone.
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STRAND / DOMAIN **READING**

CATEGORY / PERFORMANCE INDICATOR		Craft and Structure
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STANDARD	R.8:	Analyze the structure of various texts, including how the features and components relate to each other and the whole.
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EXPECTATION	R.8.6-8.	Analyze how the organization and structure of specific features and components in various texts develop ideas and/or meaning, contributing to the author's purpose for the text as a whole.
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**STRAND /
DOMAIN****READING**

CATEGORY / PERFORMANCE INDICATOR		Integration of Knowledge and Ideas
STANDARD	R.10:	Evaluate the argument and specific claims in various texts.

EXPECTATION R.10.6-8.a. Distinguish among fact, opinion, evidence, reasoning, and qualifying statements in a text.

**STRAND /
DOMAIN****READING**

CATEGORY / PERFORMANCE INDICATOR		Integration of Knowledge and Ideas
STANDARD	R.11:	Analyze and evaluate content presented in various texts (e.g. literary, historical, visual, artistic, quantitative, technological).

EXPECTATION R.11.6-8.a. Analyze how two or more authors of various texts present information by emphasizing different interpretations of a theme and/or topic.

EXPECTATION R.11.6-8.b. Evaluate the advantages and disadvantages of an author's choice for using a specific form and/or text type.

**STRAND /
DOMAIN****READING**

CATEGORY / PERFORMANCE INDICATOR		Fluency
STANDARD	R.12:	Read with sufficient accuracy and fluency to support comprehension

EXPECTATION R.12.6-8.a. Read with sufficient accuracy and fluency to support comprehension.

EXPECTATION R.12.6-8.b. Read various on-level texts with purpose and understanding.

EXPECTATION R.12.6-8.c. Use context to confirm or self-correct word recognition.

**STRAND /
DOMAIN****WRITING**

CATEGORY / PERFORMANCE INDICATOR		Inquiry to Build and Present Knowledge
STANDARD	W.1:	Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism.

EXPECTATION W.1.6-8.b. Assess the credibility and accuracy of a variety of sources in order to gather relevant information that leads to conclusions.

EXPECTATION W.1.6-8.c. Take organized notes that purposefully quote, summarize, and/or paraphrase a variety of sources while avoiding plagiarism.

EXPECTATION	W.1.6-8.d.	Follow a standard format for citation (in-text and a list of sources) that applies to task, audience, and purpose.
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STRAND / DOMAIN

WRITING

CATEGORY / PERFORMANCE INDICATOR		Process and Production
STANDARD	W.2:	Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.

EXPECTATION	W.2.6-8.a.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach, focusing on how well purpose and audience have been addressed.
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EXPECTATION	W.2.6-8.b.	Use technology to produce writing, as well as to interact and collaborate with others.
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STRAND / DOMAIN

WRITING

CATEGORY / PERFORMANCE INDICATOR		Composing for Audience and Purpose
STANDARD	W.3:	Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.

EXPECTATION	W.3.6-8.a.	Compose clear and increasingly complex pieces with sections that are organized according to task, audience, and purpose.
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EXPECTATION	W.3.6-8.b.	Develop and support the topic with relevant techniques and logically ordered details.
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EXPECTATION	W.3.6-8.d.	Effectively use increasingly complex and precise language to establish an appropriate voice and tone.
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UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 16 Page 153-158

**Maine Learning Results
Language Arts
Grade 6 - Adopted: 2020**

STRAND / DOMAIN

Guiding Principles

CATEGORY / PERFORMANCE INDICATOR	A.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.
CATEGORY / PERFORMANCE INDICATOR	B.	A self-directed and lifelong learner: Students apply knowledge in new contexts and demonstrate flexibility including the ability to learn, unlearn and relearn.
CATEGORY / PERFORMANCE INDICATOR	D.	A responsible and involved citizen: Students demonstrate ethical behavior, particularly during the discussion of ideas, maintaining awareness of, and respect for, multiple and diverse perspectives.

CATEGORY / PERFORMANCE INDICATOR	E.	An integrative and informed thinker: Students frequently read, evaluate, and synthesize information and ideas from multiple sources, incorporating it into both oral and written communication.
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STRAND / DOMAIN **LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR		Conventions of Standard English
STANDARD	L.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION	L.1.6-8.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
EXPECTATION	L.1.6-8.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.
EXPECTATION	L.1.6-8.f.	Explain the function of phrases and clauses in general and their function in specific sentences.
EXPECTATION	L.1.6-8.j.	Form and use verbs in the active and passive voice.
EXPECTATION	L.1.6-8.l.	Recognize and correct inappropriate shifts in verb voice and mood.

STRAND / DOMAIN **LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR		Conventions of Standard English
STANDARD	L.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION	L.2.6-8.a.	Spell correctly.
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STRAND / DOMAIN **LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR		Knowledge of Language
STANDARD	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.

EXPECTATION	L.3.6-8.c.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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STRAND / DOMAIN **LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.4:	Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.

EXPECTATION	L.4.6-8.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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EXPECTATION	L.4.6-8.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 / DOMAIN **LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking, and listening.

EXPECTATION	L.5.6-8.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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EXPECTATION	L.5.6-8.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 / DOMAIN **LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.6:	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

EXPECTATION	L.6.6-8.	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 / DOMAIN **SPEAKING AND LISTENING**

CATEGORY / PERFORMANCE INDICATOR		Comprehension and Collaboration
STANDARD	SL.1:	Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.

EXPECTATION	SL.1.6-8.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, student-led, and teacher-led) on grade 6-8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
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GRADE EXPECTATION	SL.1.6-8.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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GRADE EXPECTATION	SL.1.6-8.b.	Follow rules for collegial discussions and decision-making, set and track progress toward specific goals and deadlines, and define individual roles as needed.
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STRAND / DOMAIN **SPEAKING AND LISTENING**

CATEGORY / PERFORMANCE INDICATOR		Comprehension and Collaboration
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STANDARD	SL.2:	Integrate and evaluate information presented in diverse media and formats, including point of view, reasoning, and use of evidence and rhetoric.
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EXPECTATION	SL.2.6-8.a.	Interpret information, analyze the main ideas and supporting details, and analyze the purpose of information presented in diverse formats.
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EXPECTATION	SL.2.6-8.b.	Explain how the presentation contributes to or clarifies a topic under study, and evaluate the motives (e.g., social, commercial, political) behind its presentation.
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STRAND / DOMAIN **READING**

CATEGORY / PERFORMANCE INDICATOR		Key Ideas and Details
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STANDARD	R.4:	Read various texts closely to determine what each text explicitly says and to make logical inferences; cite specific textual evidence to support conclusions drawn from the text.
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EXPECTATION	R.4.6-8.	Cite several pieces of textual evidence that most strongly support an analysis of what the text says explicitly as well as inferences drawn from the text.
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STRAND / DOMAIN **READING**

CATEGORY / PERFORMANCE INDICATOR		Key Ideas and Details
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STANDARD	R.5:	Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text.
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EXPECTATION	R.5.6-8.a.	Provide an accurate summary of various texts;
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EXPECTATION	R.5.6-8.b.	Determine theme(s) or central idea(s) and analyze how its development is conveyed over the course of the texts, including its relationship to specific supporting details.
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STRAND / DOMAIN **READING**

CATEGORY / PERFORMANCE INDICATOR		Craft and Structure
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STANDARD	R.7:	Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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EXPECTATION	R.7.6-8.	Determine the meaning of figurative, connotative, and technical word meanings and phrases as they are used in various texts; analyze the impact of specific word choices and techniques on meaning and tone.
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STRAND / DOMAIN **READING**

CATEGORY / PERFORMANCE INDICATOR		Craft and Structure
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STANDARD	R.8:	Analyze the structure of various texts, including how the features and components relate to each other and the whole.
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EXPECTATION	R.8.6-8.	Analyze how the organization and structure of specific features and components in various texts develop ideas and/or meaning, contributing to the author's purpose for the text as a whole.
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**STRAND /
DOMAIN****READING**

CATEGORY / PERFORMANCE INDICATOR		Integration of Knowledge and Ideas
STANDARD	R.10:	Evaluate the argument and specific claims in various texts.

EXPECTATION R.10.6-8.a. Distinguish among fact, opinion, evidence, reasoning, and qualifying statements in a text.

**STRAND /
DOMAIN****READING**

CATEGORY / PERFORMANCE INDICATOR		Integration of Knowledge and Ideas
STANDARD	R.11:	Analyze and evaluate content presented in various texts (e.g. literary, historical, visual, artistic, quantitative, technological).

EXPECTATION R.11.6-8.a. Analyze how two or more authors of various texts present information by emphasizing different interpretations of a theme and/or topic.

EXPECTATION R.11.6-8.b. Evaluate the advantages and disadvantages of an author's choice for using a specific form and/or text type.

**STRAND /
DOMAIN****READING**

CATEGORY / PERFORMANCE INDICATOR		Fluency
STANDARD	R.12:	Read with sufficient accuracy and fluency to support comprehension

EXPECTATION R.12.6-8.a. Read with sufficient accuracy and fluency to support comprehension.

EXPECTATION R.12.6-8.b. Read various on-level texts with purpose and understanding.

EXPECTATION R.12.6-8.c. Use context to confirm or self-correct word recognition.

**STRAND /
DOMAIN****WRITING**

CATEGORY / PERFORMANCE INDICATOR		Inquiry to Build and Present Knowledge
STANDARD	W.1:	Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism.

EXPECTATION W.1.6-8.b. Assess the credibility and accuracy of a variety of sources in order to gather relevant information that leads to conclusions.

EXPECTATION W.1.6-8.c. Take organized notes that purposefully quote, summarize, and/or paraphrase a variety of sources while avoiding plagiarism.

EXPECTATION	W.1.6-8.d.	Follow a standard format for citation (in-text and a list of sources) that applies to task, audience, and purpose.
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STRAND / DOMAIN

WRITING

CATEGORY / PERFORMANCE INDICATOR		Process and Production
STANDARD	W.2:	Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.

EXPECTATION	W.2.6-8.a.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach, focusing on how well purpose and audience have been addressed.
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EXPECTATION	W.2.6-8.b.	Use technology to produce writing, as well as to interact and collaborate with others.
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STRAND / DOMAIN

WRITING

CATEGORY / PERFORMANCE INDICATOR		Composing for Audience and Purpose
STANDARD	W.3:	Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.

EXPECTATION	W.3.6-8.a.	Compose clear and increasingly complex pieces with sections that are organized according to task, audience, and purpose.
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EXPECTATION	W.3.6-8.b.	Develop and support the topic with relevant techniques and logically ordered details.
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EXPECTATION	W.3.6-8.d.	Effectively use increasingly complex and precise language to establish an appropriate voice and tone.
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UNIT 7: INVENTIVE WRITING Week 17 Page 159-164

**Maine Learning Results
Language Arts
Grade 6 - Adopted: 2020**

STRAND / DOMAIN

Guiding Principles

CATEGORY / PERFORMANCE INDICATOR	A.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.
CATEGORY / PERFORMANCE INDICATOR	B.	A self-directed and lifelong learner: Students apply knowledge in new contexts and demonstrate flexibility including the ability to learn, unlearn and relearn.
CATEGORY / PERFORMANCE INDICATOR	D.	A responsible and involved citizen: Students demonstrate ethical behavior, particularly during the discussion of ideas, maintaining awareness of, and respect for, multiple and diverse perspectives.

**STRAND /
DOMAIN** **LANGUAGE**

CATEGORY / PERFORMANC E INDICATOR		Conventions of Standard English
STANDARD	L.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION L.1.6-8.d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

EXPECTATION L.1.6-8.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.

EXPECTATION L.1.6-8.f. Explain the function of phrases and clauses in general and their function in specific sentences.

EXPECTATION L.1.6-8.j. Form and use verbs in the active and passive voice.

EXPECTATION L.1.6-8.l. Recognize and correct inappropriate shifts in verb voice and mood.

**STRAND /
DOMAIN** **LANGUAGE**

CATEGORY / PERFORMANC E INDICATOR		Conventions of Standard English
STANDARD	L.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION L.2.6-8.a. Spell correctly.

**STRAND /
DOMAIN** **LANGUAGE**

CATEGORY / PERFORMANC E INDICATOR		Knowledge of Language
STANDARD	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.

EXPECTATION L.3.6-8.c. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

**STRAND /
DOMAIN** **LANGUAGE**

CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.6:	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

EXPECTATION L.6.6-8. 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 /
DOMAIN** **SPEAKING AND LISTENING**

CATEGORY / PERFORMANCE INDICATOR		Comprehension and Collaboration
STANDARD	SL.1:	Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.
EXPECTATION	SL.1.6-8.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, student-led, and teacher-led) on grade 6-8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
GRADE EXPECTATION	SL.1.6-8.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
GRADE EXPECTATION	SL.1.6-8.b.	Follow rules for collegial discussions and decision-making, set and track progress toward specific goals and deadlines, and define individual roles as needed.

STRAND / DOMAIN

SPEAKING AND LISTENING

CATEGORY / PERFORMANCE INDICATOR		Comprehension and Collaboration
STANDARD	SL.2:	Integrate and evaluate information presented in diverse media and formats, including point of view, reasoning, and use of evidence and rhetoric.
EXPECTATION	SL.2.6-8.a.	Interpret information, analyze the main ideas and supporting details, and analyze the purpose of information presented in diverse formats.
EXPECTATION	SL.2.6-8.b.	Explain how the presentation contributes to or clarifies a topic under study, and evaluate the motives (e.g., social, commercial, political) behind its presentation.

STRAND / DOMAIN

WRITING

CATEGORY / PERFORMANCE INDICATOR		Process and Production
STANDARD	W.2:	Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.
EXPECTATION	W.2.6-8.a.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach, focusing on how well purpose and audience have been addressed.
EXPECTATION	W.2.6-8.b.	Use technology to produce writing, as well as to interact and collaborate with others.

STRAND / DOMAIN

WRITING

CATEGORY / PERFORMANCE INDICATOR		Composing for Audience and Purpose
STANDARD	W.3:	Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.
EXPECTATION	W.3.6-8.a.	Compose clear and increasingly complex pieces with sections that are organized according to task, audience, and purpose.

EXPECTATION	W.3.6-8.b.	Develop and support the topic with relevant techniques and logically ordered details.
EXPECTATION	W.3.6-8.d.	Effectively use increasingly complex and precise language to establish an appropriate voice and tone.
EXPECTATION	W.3.6-8.e.	Provide a sense of closure that follows from, supports, and reflects the purpose of the piece.

UNIT 7: INVENTIVE WRITING Week 18 Page 165-172

Maine Learning Results
Language Arts
Grade 6 - Adopted: 2020

STRAND / DOMAIN

Guiding Principles

CATEGORY / PERFORMANCE INDICATOR	A.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.
CATEGORY / PERFORMANCE INDICATOR	B.	A self-directed and lifelong learner: Students apply knowledge in new contexts and demonstrate flexibility including the ability to learn, unlearn and relearn.
CATEGORY / PERFORMANCE INDICATOR	C.	A creative and practical problem solver: Students use inquiry and writing processes that require adaptation to feedback through the use of reflection, sometimes persevering through multiple attempts.

STRAND / DOMAIN

LANGUAGE

CATEGORY / PERFORMANCE INDICATOR		Conventions of Standard English
STANDARD	L.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION	L.1.6-8.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
EXPECTATION	L.1.6-8.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.
EXPECTATION	L.1.6-8.f.	Explain the function of phrases and clauses in general and their function in specific sentences.
EXPECTATION	L.1.6-8.i.	Recognize and correct inappropriate shifts in verb voice and mood.

STRAND / DOMAIN

LANGUAGE

CATEGORY / PERFORMANCE INDICATOR		Conventions of Standard English
STANDARD	L.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION L.2.6-8.a. Spell correctly.

STRAND / DOMAIN **LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR		Knowledge of Language
STANDARD	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.

EXPECTATION L.3.6-8.c. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

STRAND / DOMAIN **LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.6:	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

EXPECTATION L.6.6-8. 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 / DOMAIN **SPEAKING AND LISTENING**

CATEGORY / PERFORMANCE INDICATOR		Comprehension and Collaboration
STANDARD	SL.2:	Integrate and evaluate information presented in diverse media and formats, including point of view, reasoning, and use of evidence and rhetoric.

EXPECTATION SL.2.6-8.a. Interpret information, analyze the main ideas and supporting details, and analyze the purpose of information presented in diverse formats.

EXPECTATION SL.2.6-8.b. Explain how the presentation contributes to or clarifies a topic under study, and evaluate the motives (e.g., social, commercial, political) behind its presentation.

STRAND / DOMAIN **WRITING**

CATEGORY / PERFORMANCE INDICATOR		Process and Production
STANDARD	W.2:	Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.

EXPECTATION W.2.6-8.a. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach, focusing on how well purpose and audience have been addressed.

EXPECTATION W.2.6-8.b. Use technology to produce writing, as well as to interact and collaborate with others.

**STRAND /
DOMAIN****WRITING**

CATEGORY / PERFORMANCE INDICATOR		Composing for Audience and Purpose
STANDARD	W.3:	Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.
EXPECTATION	W.3.6-8.a.	Compose clear and increasingly complex pieces with sections that are organized according to task, audience, and purpose.
EXPECTATION	W.3.6-8.b.	Develop and support the topic with relevant techniques and logically ordered details.
EXPECTATION	W.3.6-8.d.	Effectively use increasingly complex and precise language to establish an appropriate voice and tone.
EXPECTATION	W.3.6-8.e.	Provide a sense of closure that follows from, supports, and reflects the purpose of the piece.

UNIT 7: INVENTIVE WRITING Week 19 Page 173-178

Maine Learning Results**Language Arts**

Grade 6 - Adopted: 2020

**STRAND /
DOMAIN****Guiding Principles**

CATEGORY / PERFORMANCE INDICATOR	A.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.
CATEGORY / PERFORMANCE INDICATOR	B.	A self-directed and lifelong learner: Students apply knowledge in new contexts and demonstrate flexibility including the ability to learn, unlearn and relearn.

**STRAND /
DOMAIN****LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR		Conventions of Standard English
STANDARD	L.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.1.6-8.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
EXPECTATION	L.1.6-8.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.
EXPECTATION	L.1.6-8.f.	Explain the function of phrases and clauses in general and their function in specific sentences.
EXPECTATION	L.1.6-8.i.	Recognize and correct inappropriate shifts in verb voice and mood.

**STRAND /
DOMAIN** **LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR		Conventions of Standard English
STANDARD	L.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION L.2.6-8.a. Spell correctly.

**STRAND /
DOMAIN** **LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR		Knowledge of Language
STANDARD	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.

EXPECTATION L.3.6-8.c. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

**STRAND /
DOMAIN** **LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.6:	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

EXPECTATION L.6.6-8. 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 /
DOMAIN** **SPEAKING AND LISTENING**

CATEGORY / PERFORMANCE INDICATOR		Comprehension and Collaboration
STANDARD	SL.2:	Integrate and evaluate information presented in diverse media and formats, including point of view, reasoning, and use of evidence and rhetoric.

EXPECTATION SL.2.6-8.a. Interpret information, analyze the main ideas and supporting details, and analyze the purpose of information presented in diverse formats.

EXPECTATION SL.2.6-8.b. Explain how the presentation contributes to or clarifies a topic under study, and evaluate the motives (e.g., social, commercial, political) behind its presentation.

**STRAND /
DOMAIN** **WRITING**

CATEGORY / PERFORMANCE INDICATOR		Process and Production
STANDARD	W.2:	Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.

EXPECTATION	W.2.6-8.a.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach, focusing on how well purpose and audience have been addressed.
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EXPECTATION	W.2.6-8.b.	Use technology to produce writing, as well as to interact and collaborate with others.
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STRAND / DOMAIN **WRITING**

CATEGORY / PERFORMANCE INDICATOR		Composing for Audience and Purpose
STANDARD	W.3:	Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.

EXPECTATION	W.3.6-8.a.	Compose clear and increasingly complex pieces with sections that are organized according to task, audience, and purpose.
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EXPECTATION	W.3.6-8.b.	Develop and support the topic with relevant techniques and logically ordered details.
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EXPECTATION	W.3.6-8.d.	Effectively use increasingly complex and precise language to establish an appropriate voice and tone.
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EXPECTATION	W.3.6-8.e.	Provide a sense of closure that follows from, supports, and reflects the purpose of the piece.
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UNIT 8: FORMAL ESSAY MODELS Week 20 Page 179-192

Maine Learning Results
Language Arts
Grade 6 - Adopted: 2020

STRAND / DOMAIN **Guiding Principles**

CATEGORY / PERFORMANCE INDICATOR	A.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.
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CATEGORY / PERFORMANCE INDICATOR	B.	A self-directed and lifelong learner: Students apply knowledge in new contexts and demonstrate flexibility including the ability to learn, unlearn and relearn.
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CATEGORY / PERFORMANCE INDICATOR	E.	An integrative and informed thinker: Students frequently read, evaluate, and synthesize information and ideas from multiple sources, incorporating it into both oral and written communication.
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STRAND / DOMAIN **LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR		Conventions of Standard English
STANDARD	L.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION	L.1.6-8.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
EXPECTATION	L.1.6-8.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.
EXPECTATION	L.1.6-8.f.	Explain the function of phrases and clauses in general and their function in specific sentences.
EXPECTATION	L.1.6-8.i.	Recognize and correct inappropriate shifts in verb voice and mood.

STRAND / DOMAIN **LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR		Conventions of Standard English
STANDARD	L.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION L.2.6-8.a. Spell correctly.

STRAND / DOMAIN **LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR		Knowledge of Language
STANDARD	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.

EXPECTATION L.3.6-8.c. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

STRAND / DOMAIN **LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.4:	Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.

EXPECTATION L.4.6-8.a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

EXPECTATION L.4.6-8.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 / DOMAIN **LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking, and listening.

EXPECTATION	L.5.6-8.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	L.5.6-8.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 / DOMAIN **LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.6:	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

EXPECTATION L.6.6-8. 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 / DOMAIN **SPEAKING AND LISTENING**

CATEGORY / PERFORMANCE INDICATOR		Comprehension and Collaboration
STANDARD	SL.2:	Integrate and evaluate information presented in diverse media and formats, including point of view, reasoning, and use of evidence and rhetoric.

EXPECTATION SL.2.6-8.a. Interpret information, analyze the main ideas and supporting details, and analyze the purpose of information presented in diverse formats.

EXPECTATION SL.2.6-8.b. Explain how the presentation contributes to or clarifies a topic under study, and evaluate the motives (e.g., social, commercial, political) behind its presentation.

STRAND / DOMAIN **READING**

CATEGORY / PERFORMANCE INDICATOR		Key Ideas and Details
STANDARD	R.4:	Read various texts closely to determine what each text explicitly says and to make logical inferences; cite specific textual evidence to support conclusions drawn from the text.

EXPECTATION R.4.6-8. Cite several pieces of textual evidence that most strongly support an analysis of what the text says explicitly as well as inferences drawn from the text.

STRAND / DOMAIN **READING**

CATEGORY / PERFORMANCE INDICATOR		Key Ideas and Details
STANDARD	R.5:	Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text.

EXPECTATION R.5.6-8.a. Provide an accurate summary of various texts;

EXPECTATION R.5.6-8.b. Determine theme(s) or central idea(s) and analyze how its development is conveyed over the course of the texts, including its relationship to specific supporting details.

**STRAND /
DOMAIN**

READING

CATEGORY / PERFORMANC E INDICATOR		Craft and Structure
STANDARD	R.7:	Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

EXPECTATION R.7.6-8. Determine the meaning of figurative, connotative, and technical word meanings and phrases as they are used in various texts; analyze the impact of specific word choices and techniques on meaning and tone.

**STRAND /
DOMAIN**

READING

CATEGORY / PERFORMANC E INDICATOR		Craft and Structure
STANDARD	R.8:	Analyze the structure of various texts, including how the features and components relate to each other and the whole.

EXPECTATION R.8.6-8. Analyze how the organization and structure of specific features and components in various texts develop ideas and/or meaning, contributing to the author's purpose for the text as a whole.

**STRAND /
DOMAIN**

READING

CATEGORY / PERFORMANC E INDICATOR		Integration of Knowledge and Ideas
STANDARD	R.10:	Evaluate the argument and specific claims in various texts.

EXPECTATION R.10.6-8.a. Distinguish among fact, opinion, evidence, reasoning, and qualifying statements in a text.

**STRAND /
DOMAIN**

READING

CATEGORY / PERFORMANC E INDICATOR		Integration of Knowledge and Ideas
STANDARD	R.11:	Analyze and evaluate content presented in various texts (e.g. literary, historical, visual, artistic, quantitative, technological).

EXPECTATION R.11.6-8.a. Analyze how two or more authors of various texts present information by emphasizing different interpretations of a theme and/or topic.

EXPECTATION R.11.6-8.b. Evaluate the advantages and disadvantages of an author's choice for using a specific form and/or text type.

**STRAND /
DOMAIN**

READING

CATEGORY / PERFORMANC E INDICATOR		Fluency
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STANDARD	R.12:	Read with sufficient accuracy and fluency to support comprehension
EXPECTATION	R.12.6-8.a.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	R.12.6-8.b.	Read various on-level texts with purpose and understanding.
EXPECTATION	R.12.6-8.c.	Use context to confirm or self-correct word recognition.

STRAND / DOMAIN **WRITING**

CATEGORY / PERFORMANCE INDICATOR		Inquiry to Build and Present Knowledge
STANDARD	W.1:	Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism.
EXPECTATION	W.1.6-8.b.	Assess the credibility and accuracy of a variety of sources in order to gather relevant information that leads to conclusions.
EXPECTATION	W.1.6-8.c.	Take organized notes that purposefully quote, summarize, and/or paraphrase a variety of sources while avoiding plagiarism.
EXPECTATION	W.1.6-8.d.	Follow a standard format for citation (in-text and a list of sources) that applies to task, audience, and purpose.

STRAND / DOMAIN **WRITING**

CATEGORY / PERFORMANCE INDICATOR		Process and Production
STANDARD	W.2:	Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.
EXPECTATION	W.2.6-8.a.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach, focusing on how well purpose and audience have been addressed.
EXPECTATION	W.2.6-8.b.	Use technology to produce writing, as well as to interact and collaborate with others.

STRAND / DOMAIN **WRITING**

CATEGORY / PERFORMANCE INDICATOR		Composing for Audience and Purpose
STANDARD	W.3:	Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.
EXPECTATION	W.3.6-8.a.	Compose clear and increasingly complex pieces with sections that are organized according to task, audience, and purpose.

EXPECTATION	W.3.6-8.b.	Develop and support the topic with relevant techniques and logically ordered details.
EXPECTATION	W.3.6-8.d.	Effectively use increasingly complex and precise language to establish an appropriate voice and tone.
EXPECTATION	W.3.6-8.e.	Provide a sense of closure that follows from, supports, and reflects the purpose of the piece.

UNIT 8: FORMAL ESSAY MODELS Week 21 Page 193-202

Maine Learning Results
Language Arts
Grade 6 - Adopted: 2020

STRAND / DOMAIN

Guiding Principles

CATEGORY / PERFORMANCE INDICATOR	A.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.
CATEGORY / PERFORMANCE INDICATOR	B.	A self-directed and lifelong learner: Students apply knowledge in new contexts and demonstrate flexibility including the ability to learn, unlearn and relearn.
CATEGORY / PERFORMANCE INDICATOR	C.	A creative and practical problem solver: Students use inquiry and writing processes that require adaptation to feedback through the use of reflection, sometimes persevering through multiple attempts.
CATEGORY / PERFORMANCE INDICATOR	D.	A responsible and involved citizen: Students demonstrate ethical behavior, particularly during the discussion of ideas, maintaining awareness of, and respect for, multiple and diverse perspectives.
CATEGORY / PERFORMANCE INDICATOR	E.	An integrative and informed thinker: Students frequently read, evaluate, and synthesize information and ideas from multiple sources, incorporating it into both oral and written communication.

STRAND / DOMAIN

LANGUAGE

CATEGORY / PERFORMANCE INDICATOR		Conventions of Standard English
STANDARD	L.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION	L.1.6-8.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
EXPECTATION	L.1.6-8.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.
EXPECTATION	L.1.6-8.f.	Explain the function of phrases and clauses in general and their function in specific sentences.
EXPECTATION	L.1.6-8.i.	Recognize and correct inappropriate shifts in verb voice and mood.

**STRAND /
DOMAIN****LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR		Conventions of Standard English
STANDARD	L.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION L.2.6-8.a. Spell correctly.

**STRAND /
DOMAIN****LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR		Knowledge of Language
STANDARD	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.

EXPECTATION L.3.6-8.c. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

**STRAND /
DOMAIN****LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.4:	Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.

EXPECTATION L.4.6-8.a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

EXPECTATION L.4.6-8.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 /
DOMAIN****LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking, and listening.

EXPECTATION L.5.6-8.a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

EXPECTATION L.5.6-8.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 /
DOMAIN****LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
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STANDARD	L.6:	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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EXPECTATION L.6.6-8. 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 / DOMAIN **SPEAKING AND LISTENING**

CATEGORY / PERFORMANCE INDICATOR		Comprehension and Collaboration
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STANDARD	SL.1:	Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.
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EXPECTATION	SL.1.6-8.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, student-led, and teacher-led) on grade 6-8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
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GRADE EXPECTATION SL.1.6-8.a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

GRADE EXPECTATION SL.1.6-8.b. Follow rules for collegial discussions and decision-making, set and track progress toward specific goals and deadlines, and define individual roles as needed.

STRAND / DOMAIN **SPEAKING AND LISTENING**

CATEGORY / PERFORMANCE INDICATOR		Comprehension and Collaboration
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STANDARD	SL.2:	Integrate and evaluate information presented in diverse media and formats, including point of view, reasoning, and use of evidence and rhetoric.
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EXPECTATION SL.2.6-8.a. Interpret information, analyze the main ideas and supporting details, and analyze the purpose of information presented in diverse formats.

EXPECTATION SL.2.6-8.b. Explain how the presentation contributes to or clarifies a topic under study, and evaluate the motives (e.g., social, commercial, political) behind its presentation.

STRAND / DOMAIN **READING**

CATEGORY / PERFORMANCE INDICATOR		Key Ideas and Details
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STANDARD	R.4:	Read various texts closely to determine what each text explicitly says and to make logical inferences; cite specific textual evidence to support conclusions drawn from the text.
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EXPECTATION R.4.6-8. Cite several pieces of textual evidence that most strongly support an analysis of what the text says explicitly as well as inferences drawn from the text.

STRAND / DOMAIN **READING**

CATEGORY / PERFORMANCE INDICATOR		Key Ideas and Details
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STANDARD	R.5:	Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text.
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EXPECTATION R.5.6-8.a. Provide an accurate summary of various texts;

EXPECTATION R.5.6-8.b. Determine theme(s) or central idea(s) and analyze how its development is conveyed over the course of the texts, including its relationship to specific supporting details.

STRAND / DOMAIN **READING**

CATEGORY / PERFORMANCE INDICATOR		Craft and Structure
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STANDARD	R.7:	Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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EXPECTATION R.7.6-8. Determine the meaning of figurative, connotative, and technical word meanings and phrases as they are used in various texts; analyze the impact of specific word choices and techniques on meaning and tone.

STRAND / DOMAIN **READING**

CATEGORY / PERFORMANCE INDICATOR		Craft and Structure
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STANDARD	R.8:	Analyze the structure of various texts, including how the features and components relate to each other and the whole.
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EXPECTATION R.8.6-8. Analyze how the organization and structure of specific features and components in various texts develop ideas and/or meaning, contributing to the author's purpose for the text as a whole.

STRAND / DOMAIN **READING**

CATEGORY / PERFORMANCE INDICATOR		Integration of Knowledge and Ideas
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STANDARD	R.10:	Evaluate the argument and specific claims in various texts.
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EXPECTATION R.10.6-8.a. Distinguish among fact, opinion, evidence, reasoning, and qualifying statements in a text.

STRAND / DOMAIN **READING**

CATEGORY / PERFORMANCE INDICATOR		Integration of Knowledge and Ideas
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STANDARD	R.11:	Analyze and evaluate content presented in various texts (e.g. literary, historical, visual, artistic, quantitative, technological).
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EXPECTATION R.11.6-8.a. Analyze how two or more authors of various texts present information by emphasizing different interpretations of a theme and/or topic.

EXPECTATION R.11.6-8.b. Evaluate the advantages and disadvantages of an author's choice for using a specific form and/or text type.

**STRAND /
DOMAIN****READING**

CATEGORY / PERFORMANCE INDICATOR		Fluency
STANDARD	R.12:	Read with sufficient accuracy and fluency to support comprehension
EXPECTATION	R.12.6- 8.a.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	R.12.6- 8.b.	Read various on-level texts with purpose and understanding.
EXPECTATION	R.12.6- 8.c.	Use context to confirm or self-correct word recognition.

**STRAND /
DOMAIN****WRITING**

CATEGORY / PERFORMANCE INDICATOR		Inquiry to Build and Present Knowledge
STANDARD	W.1:	Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism.
EXPECTATION	W.1.6- 8.b.	Assess the credibility and accuracy of a variety of sources in order to gather relevant information that leads to conclusions.
EXPECTATION	W.1.6- 8.c.	Take organized notes that purposefully quote, summarize, and/or paraphrase a variety of sources while avoiding plagiarism.
EXPECTATION	W.1.6- 8.d.	Follow a standard format for citation (in-text and a list of sources) that applies to task, audience, and purpose.

**STRAND /
DOMAIN****WRITING**

CATEGORY / PERFORMANCE INDICATOR		Process and Production
STANDARD	W.2:	Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.
EXPECTATION	W.2.6- 8.a.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach, focusing on how well purpose and audience have been addressed.
EXPECTATION	W.2.6- 8.b.	Use technology to produce writing, as well as to interact and collaborate with others.

**STRAND /
DOMAIN****WRITING**

CATEGORY / PERFORMANCE INDICATOR		Composing for Audience and Purpose
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STANDARD	W.3:	Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.
EXPECTATION	W.3.6-8.a.	Compose clear and increasingly complex pieces with sections that are organized according to task, audience, and purpose.
EXPECTATION	W.3.6-8.b.	Develop and support the topic with relevant techniques and logically ordered details.
EXPECTATION	W.3.6-8.d.	Effectively use increasingly complex and precise language to establish an appropriate voice and tone.
EXPECTATION	W.3.6-8.e.	Provide a sense of closure that follows from, supports, and reflects the purpose of the piece.

UNIT 9: FORMAL CRITIQUE Week 22 Page 203-219

Maine Learning Results
Language Arts
Grade 6 - Adopted: 2020

STRAND / DOMAIN **Guiding Principles**

CATEGORY / PERFORMANCE INDICATOR	A.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.
CATEGORY / PERFORMANCE INDICATOR	B.	A self-directed and lifelong learner: Students apply knowledge in new contexts and demonstrate flexibility including the ability to learn, unlearn and relearn.
CATEGORY / PERFORMANCE INDICATOR	D.	A responsible and involved citizen: Students demonstrate ethical behavior, particularly during the discussion of ideas, maintaining awareness of, and respect for, multiple and diverse perspectives.

STRAND / DOMAIN **LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR		Conventions of Standard English
STANDARD	L.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION	L.1.6-8.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
EXPECTATION	L.1.6-8.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.
EXPECTATION	L.1.6-8.f.	Explain the function of phrases and clauses in general and their function in specific sentences.
EXPECTATION	L.1.6-8.i.	Recognize and correct inappropriate shifts in verb voice and mood.

STRAND / DOMAIN **LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR		Conventions of Standard English
STANDARD	L.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION L.2.6-8.a. Spell correctly.

**STRAND /
DOMAIN** **LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR		Knowledge of Language
STANDARD	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.

EXPECTATION L.3.6-8.b. Maintain consistency in style and tone.

EXPECTATION L.3.6-8.c. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

**STRAND /
DOMAIN** **LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.4:	Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.

EXPECTATION L.4.6-8.a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

EXPECTATION L.4.6-8.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 /
DOMAIN** **LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking, and listening.

EXPECTATION L.5.6-8.a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

EXPECTATION L.5.6-8.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 /
DOMAIN** **LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
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STANDARD	L.6:	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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EXPECTATION L.6.6-8. 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 / DOMAIN **SPEAKING AND LISTENING**

CATEGORY / PERFORMANCE INDICATOR		Comprehension and Collaboration
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STANDARD	SL.1:	Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.
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EXPECTATION	SL.1.6-8.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, student-led, and teacher-led) on grade 6-8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
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GRADE EXPECTATION SL.1.6-8.a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

GRADE EXPECTATION SL.1.6-8.b. Follow rules for collegial discussions and decision-making, set and track progress toward specific goals and deadlines, and define individual roles as needed.

STRAND / DOMAIN **SPEAKING AND LISTENING**

CATEGORY / PERFORMANCE INDICATOR		Comprehension and Collaboration
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STANDARD	SL.2:	Integrate and evaluate information presented in diverse media and formats, including point of view, reasoning, and use of evidence and rhetoric.
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EXPECTATION SL.2.6-8.a. Interpret information, analyze the main ideas and supporting details, and analyze the purpose of information presented in diverse formats.

EXPECTATION SL.2.6-8.b. Explain how the presentation contributes to or clarifies a topic under study, and evaluate the motives (e.g., social, commercial, political) behind its presentation.

STRAND / DOMAIN **READING**

CATEGORY / PERFORMANCE INDICATOR		Key Ideas and Details
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STANDARD	R.4:	Read various texts closely to determine what each text explicitly says and to make logical inferences; cite specific textual evidence to support conclusions drawn from the text.
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EXPECTATION R.4.6-8. Cite several pieces of textual evidence that most strongly support an analysis of what the text says explicitly as well as inferences drawn from the text.

STRAND / DOMAIN **READING**

CATEGORY / PERFORMANCE INDICATOR		Key Ideas and Details
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STANDARD	R.5:	Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text.
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EXPECTATION R.5.6-8.b. Determine theme(s) or central idea(s) and analyze how its development is conveyed over the course of the texts, including its relationship to specific supporting details.

**STRAND /
DOMAIN**

READING

**CATEGORY /
PERFORMANC
E INDICATOR**

Key Ideas and Details

STANDARD

R.6:

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

EXPECTATION R.6.6-8. Analyze in detail how an author develops individuals/characters, events, ideas, elements and/or techniques to create interactions over the course of a text (or a series of texts).

**STRAND /
DOMAIN**

READING

**CATEGORY /
PERFORMANC
E INDICATOR**

Craft and Structure

STANDARD

R.7:

Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

EXPECTATION R.7.6-8. Determine the meaning of figurative, connotative, and technical word meanings and phrases as they are used in various texts; analyze the impact of specific word choices and techniques on meaning and tone.

**STRAND /
DOMAIN**

READING

**CATEGORY /
PERFORMANC
E INDICATOR**

Craft and Structure

STANDARD

R.9:

Assess how perspective or purpose shapes the content and style of a text.

EXPECTATION R.9.6-8. Analyze how and why authors from various contexts (e.g. diverse, intersectional, multicultural, religious) use perspective for intended purposes and/or audiences.

**STRAND /
DOMAIN**

READING

**CATEGORY /
PERFORMANC
E INDICATOR**

Integration of Knowledge and Ideas

STANDARD

R.10:

Evaluate the argument and specific claims in various texts.

EXPECTATION R.10.6-8.a. Distinguish among fact, opinion, evidence, reasoning, and qualifying statements in a text.

**STRAND /
DOMAIN**

READING

**CATEGORY /
PERFORMANC
E INDICATOR**

Fluency

STANDARD

R.12:

Read with sufficient accuracy and fluency to support comprehension

EXPECTATION R.12.6-8.a. Read with sufficient accuracy and fluency to support comprehension.

EXPECTATION	R.12.6-8.b.	Read various on-level texts with purpose and understanding.
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EXPECTATION	R.12.6-8.c.	Use context to confirm or self-correct word recognition.
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STRAND / DOMAIN **WRITING**

CATEGORY / PERFORMANCE INDICATOR		Inquiry to Build and Present Knowledge
STANDARD	W.1:	Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism.

EXPECTATION	W.1.6-8.d.	Follow a standard format for citation (in-text and a list of sources) that applies to task, audience, and purpose.
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STRAND / DOMAIN **WRITING**

CATEGORY / PERFORMANCE INDICATOR		Process and Production
STANDARD	W.2:	Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.

EXPECTATION	W.2.6-8.a.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach, focusing on how well purpose and audience have been addressed.
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EXPECTATION	W.2.6-8.b.	Use technology to produce writing, as well as to interact and collaborate with others.
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STRAND / DOMAIN **WRITING**

CATEGORY / PERFORMANCE INDICATOR		Composing for Audience and Purpose
STANDARD	W.3:	Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.

EXPECTATION	W.3.6-8.a.	Compose clear and increasingly complex pieces with sections that are organized according to task, audience, and purpose.
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EXPECTATION	W.3.6-8.b.	Develop and support the topic with relevant techniques and logically ordered details.
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EXPECTATION	W.3.6-8.e.	Provide a sense of closure that follows from, supports, and reflects the purpose of the piece.
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STRAND / DOMAIN**Guiding Principles**

CATEGORY / PERFORMANCE INDICATOR	A.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.
CATEGORY / PERFORMANCE INDICATOR	B.	A self-directed and lifelong learner: Students apply knowledge in new contexts and demonstrate flexibility including the ability to learn, unlearn and relearn.
CATEGORY / PERFORMANCE INDICATOR	D.	A responsible and involved citizen: Students demonstrate ethical behavior, particularly during the discussion of ideas, maintaining awareness of, and respect for, multiple and diverse perspectives.

STRAND / DOMAIN**LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR		Conventions of Standard English
STANDARD	L.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.1.6-8.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
EXPECTATION	L.1.6-8.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.
EXPECTATION	L.1.6-8.f.	Explain the function of phrases and clauses in general and their function in specific sentences.
EXPECTATION	L.1.6-8.i.	Recognize and correct inappropriate shifts in verb voice and mood.

STRAND / DOMAIN**LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR		Conventions of Standard English
STANDARD	L.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.2.6-8.a.	Spell correctly.

STRAND / DOMAIN**LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR		Knowledge of Language
STANDARD	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.
EXPECTATION	L.3.6-8.b.	Maintain consistency in style and tone.
EXPECTATION	L.3.6-8.c.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

STRAND / DOMAIN **LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.4:	Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.
EXPECTATION	L.4.6-8.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	L.4.6-8.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 / DOMAIN **LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking, and listening.
EXPECTATION	L.5.6-8.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	L.5.6-8.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 / DOMAIN **LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.6:	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
EXPECTATION	L.6.6-8.	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 / DOMAIN **SPEAKING AND LISTENING**

CATEGORY / PERFORMANCE INDICATOR		Comprehension and Collaboration
STANDARD	SL.1:	Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.
EXPECTATION	SL.1.6-8.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, student-led, and teacher-led) on grade 6-8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
GRADE EXPECTATION	SL.1.6-8.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

GRADE EXPECTATION	SL.1.6-8.b.	Follow rules for collegial discussions and decision-making, set and track progress toward specific goals and deadlines, and define individual roles as needed.
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STRAND / DOMAIN

SPEAKING AND LISTENING

CATEGORY / PERFORMANCE INDICATOR		Comprehension and Collaboration
STANDARD	SL.2:	Integrate and evaluate information presented in diverse media and formats, including point of view, reasoning, and use of evidence and rhetoric.

EXPECTATION	SL.2.6-8.a.	Interpret information, analyze the main ideas and supporting details, and analyze the purpose of information presented in diverse formats.
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EXPECTATION	SL.2.6-8.b.	Explain how the presentation contributes to or clarifies a topic under study, and evaluate the motives (e.g., social, commercial, political) behind its presentation.
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STRAND / DOMAIN

READING

CATEGORY / PERFORMANCE INDICATOR		Key Ideas and Details
STANDARD	R.4:	Read various texts closely to determine what each text explicitly says and to make logical inferences; cite specific textual evidence to support conclusions drawn from the text.

EXPECTATION	R.4.6-8.	Cite several pieces of textual evidence that most strongly support an analysis of what the text says explicitly as well as inferences drawn from the text.
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STRAND / DOMAIN

READING

CATEGORY / PERFORMANCE INDICATOR		Key Ideas and Details
STANDARD	R.5:	Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text.

EXPECTATION	R.5.6-8.b.	Determine theme(s) or central idea(s) and analyze how its development is conveyed over the course of the texts, including its relationship to specific supporting details.
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STRAND / DOMAIN

READING

CATEGORY / PERFORMANCE INDICATOR		Key Ideas and Details
STANDARD	R.6:	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

EXPECTATION	R.6.6-8.	Analyze in detail how an author develops individuals/characters, events, ideas, elements and/or techniques to create interactions over the course of a text (or a series of texts).
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STRAND / DOMAIN

READING

CATEGORY / PERFORMANCE INDICATOR		Craft and Structure
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STANDARD	R.7:	Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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EXPECTATION R.7.6-8. Determine the meaning of figurative, connotative, and technical word meanings and phrases as they are used in various texts; analyze the impact of specific word choices and techniques on meaning and tone.

STRAND / DOMAIN **READING**

CATEGORY / PERFORMANCE INDICATOR		Craft and Structure
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STANDARD	R.9:	Assess how perspective or purpose shapes the content and style of a text.
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EXPECTATION R.9.6-8. Analyze how and why authors from various contexts (e.g. diverse, intersectional, multicultural, religious) use perspective for intended purposes and/or audiences.

STRAND / DOMAIN **READING**

CATEGORY / PERFORMANCE INDICATOR		Integration of Knowledge and Ideas
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STANDARD	R.10:	Evaluate the argument and specific claims in various texts.
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EXPECTATION R.10.6-8.a. Distinguish among fact, opinion, evidence, reasoning, and qualifying statements in a text.

STRAND / DOMAIN **READING**

CATEGORY / PERFORMANCE INDICATOR		Fluency
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STANDARD	R.12:	Read with sufficient accuracy and fluency to support comprehension
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EXPECTATION R.12.6-8.a. Read with sufficient accuracy and fluency to support comprehension.

EXPECTATION R.12.6-8.b. Read various on-level texts with purpose and understanding.

EXPECTATION R.12.6-8.c. Use context to confirm or self-correct word recognition.

STRAND / DOMAIN **WRITING**

CATEGORY / PERFORMANCE INDICATOR		Inquiry to Build and Present Knowledge
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STANDARD	W.1:	Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism.
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EXPECTATION W.1.6-8.d. Follow a standard format for citation (in-text and a list of sources) that applies to task, audience, and purpose.

**STRAND /
DOMAIN****WRITING**

CATEGORY / PERFORMANCE INDICATOR		Process and Production
STANDARD	W.2:	Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.
EXPECTATION	W.2.6- 8.a.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach, focusing on how well purpose and audience have been addressed.
EXPECTATION	W.2.6- 8.b.	Use technology to produce writing, as well as to interact and collaborate with others.

**STRAND /
DOMAIN****WRITING**

CATEGORY / PERFORMANCE INDICATOR		Composing for Audience and Purpose
STANDARD	W.3:	Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.
EXPECTATION	W.3.6- 8.a.	Compose clear and increasingly complex pieces with sections that are organized according to task, audience, and purpose.
EXPECTATION	W.3.6- 8.b.	Develop and support the topic with relevant techniques and logically ordered details.
EXPECTATION	W.3.6- 8.e.	Provide a sense of closure that follows from, supports, and reflects the purpose of the piece.

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**Maine Learning Results
Language Arts
Grade 6 - Adopted: 2020**

**STRAND /
DOMAIN****Guiding Principles**

CATEGORY / PERFORMANCE INDICATOR	B.	A self-directed and lifelong learner: Students apply knowledge in new contexts and demonstrate flexibility including the ability to learn, unlearn and relearn.
CATEGORY / PERFORMANCE INDICATOR	C.	A creative and practical problem solver: Students use inquiry and writing processes that require adaptation to feedback through the use of reflection, sometimes persevering through multiple attempts.

**STRAND /
DOMAIN****LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR		Conventions of Standard English
STANDARD	L.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION	L.1.6-8.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
EXPECTATION	L.1.6-8.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.
EXPECTATION	L.1.6-8.i.	Recognize and correct inappropriate shifts in verb voice and mood.

STRAND / DOMAIN **LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR		Conventions of Standard English
STANDARD	L.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION L.2.6-8.a. Spell correctly.

STRAND / DOMAIN **LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR		Knowledge of Language
STANDARD	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.

EXPECTATION L.3.6-8.c. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

STRAND / DOMAIN **LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.4:	Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.

EXPECTATION L.4.6-8.a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

EXPECTATION L.4.6-8.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 / DOMAIN **LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking, and listening.

EXPECTATION L.5.6-8.a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

EXPECTATION L.5.6-8.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 / DOMAIN

LANGUAGE

CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.6:	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

EXPECTATION L.6.6-8. 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 / DOMAIN

READING

CATEGORY / PERFORMANCE INDICATOR		Key Ideas and Details
STANDARD	R.4:	Read various texts closely to determine what each text explicitly says and to make logical inferences; cite specific textual evidence to support conclusions drawn from the text.

EXPECTATION R.4.6-8. Cite several pieces of textual evidence that most strongly support an analysis of what the text says explicitly as well as inferences drawn from the text.

STRAND / DOMAIN

READING

CATEGORY / PERFORMANCE INDICATOR		Key Ideas and Details
STANDARD	R.5:	Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text.

EXPECTATION R.5.6-8.a. Provide an accurate summary of various texts;

EXPECTATION R.5.6-8.b. Determine theme(s) or central idea(s) and analyze how its development is conveyed over the course of the texts, including its relationship to specific supporting details.

STRAND / DOMAIN

READING

CATEGORY / PERFORMANCE INDICATOR		Craft and Structure
STANDARD	R.7:	Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

EXPECTATION R.7.6-8. Determine the meaning of figurative, connotative, and technical word meanings and phrases as they are used in various texts; analyze the impact of specific word choices and techniques on meaning and tone.

STRAND / DOMAIN

READING

CATEGORY / PERFORMANCE INDICATOR		Craft and Structure
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STANDARD	R.8:	Analyze the structure of various texts, including how the features and components relate to each other and the whole.
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EXPECTATION R.8.6-8. Analyze how the organization and structure of specific features and components in various texts develop ideas and/or meaning, contributing to the author's purpose for the text as a whole.

STRAND / DOMAIN

READING

CATEGORY / PERFORMANCE INDICATOR		Integration of Knowledge and Ideas
STANDARD	R.10:	Evaluate the argument and specific claims in various texts.

EXPECTATION R.10.6-8.a. Distinguish among fact, opinion, evidence, reasoning, and qualifying statements in a text.

STRAND / DOMAIN

READING

CATEGORY / PERFORMANCE INDICATOR		Integration of Knowledge and Ideas
STANDARD	R.11:	Analyze and evaluate content presented in various texts (e.g. literary, historical, visual, artistic, quantitative, technological).

EXPECTATION R.11.6-8.b. Evaluate the advantages and disadvantages of an author's choice for using a specific form and/or text type.

STRAND / DOMAIN

READING

CATEGORY / PERFORMANCE INDICATOR		Fluency
STANDARD	R.12:	Read with sufficient accuracy and fluency to support comprehension

EXPECTATION R.12.6-8.a. Read with sufficient accuracy and fluency to support comprehension.

EXPECTATION R.12.6-8.b. Read various on-level texts with purpose and understanding.

EXPECTATION R.12.6-8.c. Use context to confirm or self-correct word recognition.

STRAND / DOMAIN

WRITING

CATEGORY / PERFORMANCE INDICATOR		Process and Production
STANDARD	W.2:	Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.

EXPECTATION W.2.6-8.a. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach, focusing on how well purpose and audience have been addressed.

EXPECTATION	W.2.6- 8.b.	Use technology to produce writing, as well as to interact and collaborate with others.
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