## 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 / PERFORMANC E INDICATOR	Α.	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 / PERFORMANC E INDICATOR	В.	A self-directed and lifelong learner: Students apply knowledge in new contexts and demonstrate flexibility including the ability to learn, unlearn and relearn.
CATEGORY / PERFORMANC E 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.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 / 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.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 / LANGUAGE DOMAIN

CATEGORY / PERFORMANC E 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 / 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 / PERFORMANC E 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 / PERFORMANC E INDICATOR		Presentation of Knowledge and Ideas

STANDARD	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-Use appropriate eye contact, adequate volume, and clear pronunciation. 8.b.

#### STRAND / SPEAKING AND LISTENING DOMAIN

READING

CATEGORY / PERFORMANC E 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

CATEGORY / PERFORMANC E 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 / READING DOMAIN

CATEGORY / Key Ideas and Details PERFORMANC E INDICATOR **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 / READING

DOMAIN

CATEGORY /

PERFORMANC E INDICATOR

**Craft and Structure** 

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

STANDARD	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-	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 / READING DOMAIN

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
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- Assess the credibility and accuracy of a variety of sources in order to gather relevant information that leads to 8.b. 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 / PERFORMANC E 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.
STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANC E 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 2: WRITING FROM NOTES Week 2 Page 17-26
		Maine Learning Results Language Arts Grade 6 - Adopted: 2020
STRAND / DOMAIN		Guiding Principles
CATEGORY / PERFORMANC E INDICATOR	Α.	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 / PERFORMANC E INDICATOR	В.	A self-directed and lifelong learner: Students apply knowledge in new contexts and demonstrate flexibility including the ability to learn, unlearn and relearn.
CATEGORY / PERFORMANC E 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.I.	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.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 / PERFORMANC E 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.

		context or in a dictionary).
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 / PERFORMANC E 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 / PERFORMANC E 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 / PERFORMANC E 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 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

	8.b.	
STRAND / DOMAIN		SPEAKING AND LISTENING
CATEGORY / PERFORMANC E 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.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 / 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.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	R.5.6-8.b.	
	R.5.6-8.b.	including its relationship to specific supporting details.
DOMAIN CATEGORY / PERFORMANC	R.5.6-8.b.	including its relationship to specific supporting details.
DOMAIN CATEGORY / PERFORMANC E INDICATOR		including its relationship to specific supporting details.          READING         Craft and Structure         Interpret words and phrases as they are used in various texts, including determining technical,
DOMAIN CATEGORY / PERFORMANC E INDICATOR 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.
DOMAIN CATEGORY / PERFORMANC E INDICATOR ST ANDARD EXPECTATION ST RAND /	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.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
	11.12.	
EXPECTATION	R.12.6- 8.a.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	R.12.6-	
	R.12.6- 8.a. R.12.6-	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	R.12.6- 8.a. R.12.6- 8.b. R.12.6-	Read with sufficient accuracy and fluency to support comprehension. Read various on-level texts with purpose and understanding.
EXPECTATION EXPECTATION STRAND /	R.12.6- 8.a. R.12.6- 8.b. R.12.6-	Read with sufficient accuracy and fluency to support comprehension. Read various on-level texts with purpose and understanding. Use context to confirm or self-correct word recognition.
EXPECTATION EXPECTATION STRAND / DOMAIN CATEGORY / PERFORMANC	R.12.6- 8.a. R.12.6- 8.b. R.12.6-	Read with sufficient accuracy and fluency to support comprehension. Read various on-level texts with purpose and understanding. Use context to confirm or self-correct word recognition. WRITING
EXPECTATION EXPECTATION STRAND / DOMAIN CATEGORY / PERFORMANC E INDICAT OR	R.12.6- 8.a. R.12.6- 8.b. R.12.6- 8.c.	Read with sufficient accuracy and fluency to support comprehension.         Read various on-level texts with purpose and understanding.         Use context to confirm or self-correct word recognition.         WRITING         Inquiry to Build and Present Knowledge         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

## STRAND / DOMAIN

WRITING

CATEGORY / PERFORMANC E 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 / PERFORMANC E 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 Art s Grade 6 - Adopted: 2020
STRAND / DOMAIN		Guiding Principles
CATEGORY / PERFORMANC E INDICATOR	Α.	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 / PERFORMANC E INDICATOR	В.	A self-directed and lifelong learner: Students apply knowledge in new contexts and demonstrate flexibility including the ability to learn, unlearn and relearn.
CATEGORY / PERFORMANC E 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.I.	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.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

CATEGORY / PERFORMANC E 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 / 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 / PERFORMANC E 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 / PERFORMANC E 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-	Explain how the presentation contributes to or clarifies a topic under study, and evaluate the motives (e.g., social,

8.b.

commercial, political) behind its presentation.

## STRAND / DOMAIN

### SPEAKING AND LISTENING

CATEGORY / PERFORMANC E 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 / PERFORMANC E 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.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 / 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.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.
EXPECTATION	R.12.6- 8.c.	Use context to confirm or self-correct word recognition.
STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANC		Inquiry to Build and Present Knowledge

E INDICATOR

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 / PERFORMANC E 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 / PERFORMANC E 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 3: RETELLING NARRATIVE STORIES Week 4 Page 37-44
		Maine Learning Results
		Language Arts
		Grade 6 - Adopted: 2020
STRAND / DOMAIN		Guiding Principles
CATEGORY / PERFORMANC E 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 / PERFORMANC E INDICATOR	В.	A self-directed and lifelong learner: Students apply knowledge in new contexts and demonstrate flexibility including the ability to learn, unlearn and relearn.
CATEGORY / PERFORMANC E 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.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.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 / LANGUAGE DOMAIN

CATEGORY / PERFORMANC E 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 / 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 / PERFORMANC E 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 / PERFORMANC E 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 / SPEAKING AND LISTENING DOMAIN

CATEGORY / PERFORMANC E 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 / PERFORMANC E INDICATOR		Presentation of Knowledge and Ideas
listeners can follow the line of reasoning and incorporate multimedia when appropriate.	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	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

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
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 / PERFORMANC E 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.
<b>ST ANDARD</b>	<b>W.2:</b> W.2.6- 8.a.	
	W.2.6-	age-appropriate use of technology. 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

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

SPEAKING AND LISTENING

DOMAIN		SPEAKING AND LISTENING
CATEGORY / PERFORMANC E 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 / PERFORMANC E 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 / PERFORMANC E 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-	Use appropriate eye contact, adequate volume, and clear pronunciation.

8.b.

STRAND / DOMAIN SPEAKING AND LISTENING

CATEGORY / PERFORMANC E 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

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

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

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

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 / PERFORMANC E 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 / PERFORMANC E 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-	Develop and support the topic with relevant techniques and logically ordered details.
	8.b.	
		UNIT 3: RETELLING NARRATIVE STORIES Week 6 Page 53-60
		UNIT 3: RETELLING NARRATIVE STORIES Week 6 Page 53-60 Maine Learning Results
		UNIT 3: RETELLING NARRATIVE STORIES Week 6 Page 53-60
ST RAND / DOMAIN		UNIT 3: RETELLING NARRATIVE STORIES Week 6 Page 53-60 Maine Learning Results Language Arts
		UNIT 3: RETELLING NARRATIVE STORIES Week 6 Page 53-60 Maine Learning Results Language Arts Grade 6 - Adopted: 2020
DOMAIN CATEGORY / PERFORMANC	8.b.	UNIT 3: RETELLING NARRATIVE STORIES Week 6 Page 53-60 Maine Learning Result s Language Art s Grade 6 - Adopted: 2020 Guiding Principles Clear and effective communicator: Students participate in a range of evidence-based discussions and generate

E INDICATOR

### 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.I.	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.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

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 / PERFORMANC E 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 / 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 / PERFORMANC E 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 / PERFORMANC E 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-	Interpret information, analyze the main ideas and supporting details, and analyze the purpose of information
	8.a.	presented in diverse formats.

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

# STRAND / SPEAKING AND LISTENING DOMAIN

CATEGORY / PERFORMANC E 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 / PERFORMANC E 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.

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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.

including its relationship to specific supporting details.

STRAND	I
DOMAIN	

READING

CATEGORY / PERFORMANC E INDICATOR		Key Ideas and Details
STANDARD		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,

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.

READING STRAND / DOMAIN CATEGORY / Fluency PERFORMANC E INDICATOR **STANDARD** R.12: Read with sufficient accuracy and fluency to support comprehension EXPECTATION R.12.6-Read with sufficient accuracy and fluency to support comprehension. 8.a. **EXPECTATION** R.12.6-Read various on-level texts with purpose and understanding. 8.b. **EXPECTATION** R.12.6-Use context to confirm or self-correct word recognition. 8.c. STRAND / WRITING DOMAIN CATEGORY / Inquiry to Build and Present Knowledge PERFORMANC E INDICATOR **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-Follow a standard format for citation (in-text and a list of sources) that applies to task, audience, and purpose. 8.d. WRITING STRAND / DOMAIN CATEGORY / **Process and Production** PERFORMANC E INDICATOR **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-With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, 8.a. 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-Use technology to produce writing, as well as to interact and collaborate with others. 8.b. STRAND / WRITING DOMAIN CATEGORY / **Composing for Audience and Purpose** PERFORMANC E INDICATOR **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 4: SUMMARIZING A REFERENCE Week 7 Page 61-74
		Maine Learning Results
		Language Art s Grade 6 - Adopted: 2020
STRAND / DOMAIN		Guiding Principles
CATEGORY / PERFORMANC E INDICATOR	А.	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 / PERFORMANC E INDICATOR	В.	A self-directed and lifelong learner: Students apply knowledge in new contexts and demonstrate flexibility including the ability to learn, unlearn and relearn.
CATEGORY / PERFORMANC E 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.I.	Recognize and correct inappropriate shifts in verb voice and mood.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Conventions of Standard English

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.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 / PERFORMANC E 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 / 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.

CATEGORY / PERFORMANC E 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 /	SPEAKING AND LISTENING
DOMAIN	

CATEGORY / PERFORMANC E 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 /
 READING

 CAT EGORY /
 Key Ideas and Details

 PERFORMANC
 Key Ideas and Details

 ST ANDARD
 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

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STRAND /
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READING

as inferences drawn from the text.

CATEGORY / PERFORMANC E INDICATOR		Key Ideas and Details
STANDARD		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

DOMAIN

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 /		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.

ST RAND /<br/>DOMAINREADINGCAT EG ORY /<br/>PERFORMANC<br/>E INDICAT ORIntegration of Knowledge and IdeasST ANDARDR.10:Evaluate the argument and specific claims in various texts.

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

STRAND / READING DOMAIN

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CAT EGORY /<br/>PERFORMANC<br/>E INDICATORIntegration of Knowledge and IdeasST ANDARDR.11:Analyze and evaluate content presented in various texts (e.g. literary, historical, visual, artistic,<br/>quantitative, technological).EXPECTATIONR.11.6-<br/>8.b.Evaluate the advantages and disadvantages of an author's choice for using a specific form and/or text type.
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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
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 / PERFORMANC E 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 / PERFORMANC E 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-	Develop and support the topic with relevant techniques and logically ordered details.
	8.b.	

# Language Arts

Grade 6 - Adopted: 2020

STRAND / DOMAIN		Guiding Principles
CATEGORY / PERFORMANC E 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 / PERFORMANC E INDICATOR	В.	A self-directed and lifelong learner: Students apply knowledge in new contexts and demonstrate flexibility including the ability to learn, unlearn and relearn.
CATEGORY / PERFORMANC E 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.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 / PERFORMANC E 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 / 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 / PERFORMANC E 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	SL.1.6-	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation
EXPECTATION	8.a.	by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

GRADESL.1.6-Follow rules for collegial discussions and decision-making, set and track progress toward specific goals and<br/>deadlines, and define individual roles as needed.

STRAND / SPEAKING AND LISTENING DOMAIN

CATEGORY / PERFORMANC E 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

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READING
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CATEGORY / PERFORMANC E 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 / 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.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.
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

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 / PERFORMANC E 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 / PERFORMANC E 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 4: SUMMARIZING A REFERENCE Week 9 Page 81-88
		Maine Learning Results
		Language Art s Grade 6 - Adopted: 2020
STRAND / DOMAIN		Guiding Principles
CATEGORY / PERFORMANC E 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 / PERFORMANC E INDICATOR	В.	A self-directed and lifelong learner: Students apply knowledge in new contexts and demonstrate flexibility including the ability to learn, unlearn and relearn.
CATEGORY / PERFORMANC E 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.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 / 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.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 / PERFORMANC E 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 / 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 / PERFORMANC E 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.

### SPEAKING AND LISTENING

CATEGORY /		Comprehension and Collaboration
PERFORMANC E INDICATOR		
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 / PERFORMANC E 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 / 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.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		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	1
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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	I
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
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 / PERFORMANC E 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 / PERFORMANC E 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 10 Page 89-98
		Maine Learning Results
		Language Arts Grade 6 - Adopted: 2020
STRAND / DOMAIN		Guiding Principles
CATEGORY / PERFORMANC E INDICATOR	А.	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 / PERFORMANC E INDICATOR	В.	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 / 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.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). LANGUAGE STRAND / DOMAIN CATEGORY / Vocabulary Acquisition and Use PERFORMANC E INDICATOR **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.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.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). LANGUAGE STRAND / DOMAIN CATEGORY / Vocabulary Acquisition and Use PERFORMANC E INDICATOR **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 / SPEAKING AND LISTENING DOMAIN CATEGORY / **Comprehension and Collaboration** PERFORMANC E INDICATOR **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-Interpret information, analyze the main ideas and supporting details, and analyze the purpose of information presented in diverse formats. 8.a. EXPECTATION SL.2.6-Explain how the presentation contributes to or clarifies a topic under study, and evaluate the motives (e.g., social, 8.b. commercial, political) behind its presentation. READING STRAND / DOMAIN CATEGORY / Key Ideas and Details PERFORMANC E INDICATOR **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 / 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		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.
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
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.

WRITING

CATEGORY / PERFORMANC E 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 / PERFORMANC E 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 / PERFORMANC E 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 / PERFORMANC E INDICATOR	В.	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 / 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.I.	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.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 / PERFORMANC E 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.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 / LANGUAGE DOMAIN

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 / SPEAKING AND LISTENING

DOMAIN

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

READING STRAND / DOMAIN

CATEGORY / PERFORMANC E INDICATOR		Key Ideas and Details
STANDARD		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 / READING DOMAIN CATEGORY / Key Ideas and Details PERFORMANC E INDICATOR **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.

### READING STRAND / DOMAIN CATEGORY/ Integration of Knowledge and Ideas PERFORMANC E INDICATOR **STANDARD** R.10: Evaluate the argument and specific claims in various texts. EXPECTATION R.10.6-Distinguish among fact, opinion, evidence, reasoning, and qualifying statements in a text. 8.a. STRAND / READING DOMAIN CATEGORY/ Fluency PERFORMANC E INDICATOR Read with sufficient accuracy and fluency to support comprehension **STANDARD** R.12: **EXPECTATION** R.12.6-Read with sufficient accuracy and fluency to support comprehension. 8.a. **EXPECTATION** R.12.6-Read various on-level texts with purpose and understanding. 8.h. **EXPECTATION** R 12.6-Use context to confirm or self-correct word recognition. 8.c. STRAND / WRITING DOMAIN CATEGORY / Inquiry to Build and Present Knowledge PERFORMANC E INDICATOR ST AND ARD 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- Assess the credibility and accuracy of a variety of sources in order to gather relevant information that leads to 8.b. conclusions.

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

STRAND / DOMAIN WRITING

CATEGORY / PERFORMANC E 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 / PERFORMANC E 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 12 Page 107-114
		Maine Learning Results Language Arts
		Grade 6 - Adopted: 2020
STRAND / DOMAIN		Guiding Principles
CATEGORY / PERFORMANC E 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 / PERFORMANC E INDICATOR	В.	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 / 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.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 / PERFORMANC E 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 / 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 / PERFORMANC E 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 / 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		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		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 / PERFORMANC E 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 / PERFORMANC E INDICATOR	А.	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 / PERFORMANC E INDICATOR	В.	A self-directed and lifelong learner: Students apply knowledge in new contexts and demonstrate flexibility including the ability to learn, unlearn and relearn.
CATEGORY / PERFORMANC E 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.

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

DOMAIN		
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

EINDICATOR	
STANDARD	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.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).

CATEGORY / PERFORMANC E 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 / 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 / PERFORMANC E 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 / PERFORMANC E INDICATOR		Comprehension and Collaboration

STANDARD	SL.2:	Integrate and evaluate information presented in diverse media and formats, including point of view,
STANDARD	32.2.	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 / PERFORMANC		Key Ideas and Details

E INDICATOR		
STANDARD		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 / 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.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.

READING

CATEGORY / PERFORMANC E INDICATOR		Craft and Structure
STANDARD		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
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
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 / PERFORMANC E 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 / PERFORMANC E 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 6: SUMMARIZING MULTIPLE REFERENCES Week 14 Page 127-140
		Maine Learning Results Language Arts Grade 6 - Adopted: 2020
STRAND / DOMAIN		Guiding Principles
CATEGORY / PERFORMANC E 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 / PERFORMANC E INDICATOR	В.	A self-directed and lifelong learner: Students apply knowledge in new contexts and demonstrate flexibility including the ability to learn, unlearn and relearn.
CATEGORY / PERFORMANC E 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.

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

DOMAIN		
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

EINDICATOR	
STANDARD	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.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).

CATEGORY / PERFORMANC E 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 / 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 / PERFORMANC E 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 / PERFORMANC E INDICATOR		Comprehension and Collaboration

STANDARD	SL.2:	Integrate and evaluate information presented in diverse media and formats, including point of view,
STANDARD	32.2.	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 / PERFORMANC		Key Ideas and Details

E INDICATOR		
STANDARD		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 / 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.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.

READING

CATEGORY / PERFORMANC E INDICATOR		Craft and Structure
STANDARD		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
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
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 / PERFORMANC E 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 / PERFORMANC E 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 6: SUMMARIZING MULTIPLE REFERENCES Week 15 Page 141-152
		Maine Learning Results Language Arts
		Grade 6 - Adopted: 2020
STRAND / DOMAIN		Guiding Principles
CATEGORY / PERFORMANC E INDICATOR	А.	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 / PERFORMANC E INDICATOR	В.	A self-directed and lifelong learner: Students apply knowledge in new contexts and demonstrate flexibility including the ability to learn, unlearn and relearn.
CATEGORY / PERFORMANC E 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.

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

DOMAIN		
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

EINDICATOR	
STANDARD	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.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).

CATEGORY / PERFORMANC E 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 / 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 / PERFORMANC E 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 / PERFORMANC E 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 / PERFORMANC		Key Ideas and Details

OT AND AND	1.14.	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 / 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

Read various texts closely to determine what each text explicitly says and to make logical inferences;

E INDICATOR

STANDARD

STRAND /

R.4:

READING

		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.

 

 DOMAIN

 CAT EGORY / PERFORMANC E INDICATOR
 Craft and Structure

 ST ANDARD
 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

EXPECTATION R.7.5-8. Determine the meaning of ligurative, 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 /<br/>DOMAIN
 READING

 CAT EGORY /<br/>PERFORMANC<br/>E INDICAT OR
 Craft and Structure

 ST ANDARD
 R.8:

 Analyze the structure of various texts, including how the features and components relate to each<br/>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<br/>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
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
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 / PERFORMANC E 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 / PERFORMANC E 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 6: SUMMARIZING MULTIPLE REFERENCES Week 16 Page 153-158
		Maine Learning Results Language Arts Grade 6 - Adopted: 2020
STRAND / DOMAIN		Guiding Principles
CATEGORY / PERFORMANC E 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 / PERFORMANC E INDICATOR	В.	A self-directed and lifelong learner: Students apply knowledge in new contexts and demonstrate flexibility including the ability to learn, unlearn and relearn.
CATEGORY / PERFORMANC E 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.

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

DOMAIN		
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

EINDICATOR	
STANDARD	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.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).

CATEGORY / PERFORMANC E 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 / 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 / PERFORMANC E 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 / PERFORMANC E 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 /		Key Ideas and Details

PERFORMANC E INDICATOR		
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 / 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.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.

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.

READING STRAND / DOMAIN CATEGORY / PERFORMANC Craft and Structure E INDICATOR 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
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
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 / PERFORMANC E 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 / PERFORMANC E 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 7: INVENTIVE WRITING Week 17 Page 159-164
		Maine Learning Results Language Arts
STRAND /		Grade 6 - Adopted: 2020 Guiding Principles
DOMAIN		
CATEGORY / PERFORMANC E 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 / PERFORMANC E INDICATOR	В.	A self-directed and lifelong learner: Students apply knowledge in new contexts and demonstrate flexibility including the ability to learn, unlearn and relearn.
CATEGORY / PERFORMANC E 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.

### LANGUAGE

STRAND /

DOMAIN

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.I.	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.

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

STRAND /	
DOMAIN	

WRITING

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

CATEGORY /C.A creative and practical problem solver: Students use inquiry and writing processes that require adaptation to<br/>feedback through the use of reflection, sometimes persevering through multiple attempts.E INDICATORE INDICATOR

STRAND / DOMAIN

LANGUAGE

CATEGORY / **Conventions of Standard English** PERFORMANC E INDICATOR 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). L.1.6-8.e. Recognize variations from standard English in their own and others' writing and speaking and identify and use EXPECTATION strategies to improve expression in conventional language. EXPECTATION Explain the function of phrases and clauses in general and their function in specific sentences. L.1.6-8.f. EXPECTATION L.1.6-8.I. Recognize and correct inappropriate shifts in verb voice and mood. STRAND / LANGUAGE DOMAIN

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 / PERFORMANC E 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 / PERFORMANC E 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 / PERFORMANC E 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 / PERFORMANC E INDICATOR	А.	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 / PERFORMANC E INDICATOR	В.	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 / 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.l.	Recognize and correct inappropriate shifts in verb voice and mood.

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 / PERFORMANC E 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 / PERFORMANC E 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 / PERFORMANC E 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 20 Page 179-192
		Maine Learning Results
		Language Arts Grade 6 - Adopted: 2020
STRAND / DOMAIN		Guiding Principles
CATEGORY / PERFORMANC E 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 / PERFORMANC E INDICATOR	В.	A self-directed and lifelong learner: Students apply knowledge in new contexts and demonstrate flexibility including the ability to learn, unlearn and relearn.
CATEGORY / PERFORMANC E 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 / 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.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.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 / PERFORMANC E 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 / LANGUAGE DOMAIN

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 / SPEAKING AND LISTENING

DOMAIN

CATEGORY / PERFORMANC E 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 / RI DOMAIN

READING

CATEGORY / PERFORMANC E 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 /<br/>DOMAIN
 READING

 CAT EGORY /<br/>PERFORMANC<br/>E INDICATOR
 Key Ideas and Details

 ST ANDARD
 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;

		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		Integration of Knowledge and Ideas
EINDICATOR		
	R.10:	Evaluate the argument and specific claims in various texts.
E INDICATOR	<b>R.10:</b> R.10.6- 8.a.	<b>Evaluate the argument and specific claims in various texts.</b> Distinguish among fact, opinion, evidence, reasoning, and qualifying statements in a text.
E INDICATOR	R.10.6-	
E INDICATOR ST ANDARD EXPECTATION ST RAND /	R.10.6-	Distinguish among fact, opinion, evidence, reasoning, and qualifying statements in a text.
E INDICATOR ST ANDARD EXPECTATION ST RAND / DOMAIN CATEGORY / PERFORMANC	R.10.6-	Distinguish among fact, opinion, evidence, reasoning, and qualifying statements in a text.
E INDICATOR ST ANDARD EXPECTATION ST RAND / DOMAIN CAT EGORY / PERFORMANC E INDICATOR	R.10.6- 8.a.	Distinguish among fact, opinion, evidence, reasoning, and qualifying statements in a text.          READING         Integration of Knowledge and Ideas         Analyze and evaluate content presented in various texts (e.g. literary, historical, visual, artistic,
E INDICATOR ST ANDARD EXPECTATION ST RAND / DOMAIN CAT EGORY / PERFORMANC E INDICATOR ST ANDARD	R.10.6- 8.a. <b>R.11:</b> R.11.6-	Distinguish among fact, opinion, evidence, reasoning, and qualifying statements in a text.  READING Integration of Knowledge and Ideas Analyze and evaluate content presented in various texts (e.g. literary, historical, visual, artistic, quantitative, technological).  Analyze how two or more authors of various texts present information by emphasizing different interpretations of a
E INDICATOR ST ANDARD EXPECTATION ST RAND / DOMAIN CAT EGORY / PERFORMANC E INDICATOR ST ANDARD EXPECTATION	R.10.6- 8.a. <b>R.11:</b> R.11.6- 8.a. R.11.6-	Distinguish among fact, opinion, evidence, reasoning, and qualifying statements in a text.  READING Integration of Knowledge and Ideas Analyze and evaluate content presented in various texts (e.g. literary, historical, visual, artistic, quantitative, technological).  Analyze how two or more authors of various texts present information by emphasizing different interpretations of a theme and/or topic.

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,

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

STRAND
DOMAIN

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.l.	Recognize and correct inappropriate shifts in verb voice and mood.

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.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 / PERFORMANC E 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 / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use

STANDARD	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

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 / SPEAKING AND LISTENING DOMAIN

166-8

CATEGORY / **Comprehension and Collaboration** PERFORMANC E INDICATOR **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 SL.1.6-Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation EXPECTATION 8.a. by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. GRADE SL.1.6-Follow rules for collegial discussions and decision-making, set and track progress toward specific goals and EXPECTATION 8.b. deadlines, and define individual roles as needed. STRAND / SPEAKING AND LISTENING DOMAIN CATEGORY / **Comprehension and Collaboration** PERFORMANC E INDICATOR **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-Interpret information, analyze the main ideas and supporting details, and analyze the purpose of information 8.a. presented in diverse formats. **EXPECTATION** SL.2.6-Explain how the presentation contributes to or clarifies a topic under study, and evaluate the motives (e.g., social,

STRAND / DOMAIN

E INDICATOR

READING

commercial, political) behind its presentation.

8.b.

CATEGORY / PERFORMANC E 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 / PERFORMANC		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-	Evaluate the advantages and disadvantages of an author's choice for using a specific form and/or text type.

8.b.

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
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 / PERFORMANC E 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 / PERFORMANC E 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 9: FORMAL CRITIQUE Week 22 Page 203-219
		Maine Learning Results
		Language Arts
		Grade 6 - Adopted: 2020
STRAND / DOMAIN		Guiding Principles
CATEGORY / PERFORMANC E 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 / PERFORMANC E INDICATOR	В.	A self-directed and lifelong learner: Students apply knowledge in new contexts and demonstrate flexibility including the ability to learn, unlearn and relearn.
CATEGORY / PERFORMANC E 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.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.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 / 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.
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 / PERFORMANC E 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 / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use

vocabulary knowledge when encountering an unknown term important to comprehension or expression.	ST AND ARD		
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EXPECTATION

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 / SPEAKING AND LISTENING DOMAIN

L.6.6-8.

CATEGORY / PERFORMANC E 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 / PERFORMANC E 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 / PERFORMANC E 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 / 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.

		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		Fluency
EINDICATOR		
	R.12:	Read with sufficient accuracy and fluency to support comprehension

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,

8.a.

EXPECTATION

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
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 / PERFORMANC E 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 / PERFORMANC E 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.

UNIT 9: FORMAL CRITIQUE Week 23 Page 221-230

Maine Learning Results Language Arts Grade 6 - Adopted: 2020

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

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.
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 / PERFORMANC E 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 / 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 / PERFORMANC E 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	SL.1.6-	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation

EXPECTATION 8.a. 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 / PERFORMANC E 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 / PERFORMANC E 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
		READING Key Ideas and Details
DOMAIN CATEGORY / PERFORMANC	R.5:	
DOMAIN CATEGORY / PERFORMANC E INDICATOR		Key Ideas and Details Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze
DOMAIN CATEGORY / PERFORMANC E INDICATOR STANDARD		Key Ideas and Details         Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text.         Determine theme(s) or central idea(s) and analyze how its development is conveyed over the course of the texts,
DOMAIN CATEGORY / PERFORMANC E INDICATOR ST ANDARD EXPECTATION ST RAND /		Key Ideas and Details         Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text.         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.
DOMAIN CATEGORY / PERFORMANC E INDICATOR ST ANDARD EXPECTATION ST RAND / DOMAIN CATEGORY / PERFORMANC		Key Ideas and Details         Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text.         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.         READING
DOMAIN CAT EGORY / PERFORMANC E INDICAT OR ST ANDARD EXPECTATION ST RAND / DOMAIN CAT EGORY / PERFORMANC E INDICAT OR	R.5.6-8.b.	Key Ideas and Details         Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text.         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.         READING         Key Ideas and Details
DOMAIN CATEGORY / PERFORMANC E INDICATOR ST ANDARD EXPECTATION ST RAND / DOMAIN CATEGORY / PERFORMANC E INDICATOR ST ANDARD	R.5.6-8.b.	Key Ideas and Details         Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text.         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.         READING         Key Ideas and Details         Analyze how and why individuals, events, and ideas develop and interact over the course of a text.         Analyze in detail how an author develops individuals/characters, events, ideas, elements and/or techniques to

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 /		Craft and Structure

PERFORMANC E INDICATOR		
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.

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 / READING DOMAIN

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 / WRITING DOMAIN

CATEGORY / PERFORMANC E 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-

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

### WRITING

CATEGORY / PERFORMANC E 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 / PERFORMANC E 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.
		UNIT 9: FORMAL CRITIQUE Week 24 Page 231-334
		Maine Learning Results
		Language Arts
STRAND /		Grade 6 - Adopted: 2020 Guiding Principles
DOMAIN		
CATEGORY / PERFORMANC E INDICATOR	В.	A self-directed and lifelong learner: Students apply knowledge in new contexts and demonstrate flexibility including the ability to learn, unlearn and relearn.
CATEGORY / PERFORMANC E 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 /		Conventions of Standard English

CATEGORY / PERFORMANC E INDICATOR	Conventions of Standard English
STANDARD	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.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.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 / PERFORMANC E 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 / 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		READING
CATEGORY / PERFORMANC E 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 / 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.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	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 / READING DOMAIN

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 / WRITING DOMAIN

CAT EGORY /<br/>PERFORMANC<br/>E INDICAT ORProcess and ProductionST ANDARDW.2:Develop, strengthen, and produce polished writing by using a collaborative process that includes the<br/>age-appropriate use of technology.EXPECTATIONW.2.6-<br/>8.a.With some guidance and support from peers and adults, develop and strengthen writing as needed by planning,<br/>composing, revising, editing, rewriting, reflecting, and/or trying a new approach, focusing on how well purpose and<br/>audience have been addressed.

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