Main Criteria: Structure and Style for Students

Secondary Criteria: New Hampshire College and Career Ready Standards

Subject: Language Arts

Grade: 6

#### Structure and Style for Students

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

#### New Hampshire College and Career Ready Standards Language Arts

Grade 6 - Adopted: 2010

STRAND /	NH.CC.RI Reading Standards for Informational Text
STANDARD	6

**GRADE LEVEL** 

**EXPECT ATION** 

**EXPECTATION** 

W.6.2.

W.6.2(a)

STANDARD	.6.	
STANDARD / GLE		Key Ideas and Details
GRADE LEVEL EXPECTATION	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXPECTATION	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
GRADE LEVEL EXPECTATION	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
STRAND / STANDARD	NH.CC.RI .6.	Reading Standards for Informational Text
STANDARD / GLE		Craft and Structure
GRADE LEVEL EXPECTATION	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
GRADE LEVEL EXPECTATION	RI.6.5.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
STRAND / STANDARD	NH.CC.RI	Reading Standards for Informational Text
STANDARD / GLE		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
STRAND / STANDARD	NH.CC.W 6.	. Writing Standards
STANDARD /		Text Types and Purposes

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information

Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification,

comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and

through the selection, organization, and analysis of relevant content.

multimedia when useful to aiding comprehension.

EXPECTATION	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
STRAND / STANDARD	NH.CC.W.	. Writing Standards
STANDARD / GLE		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STRAND / STANDARD	NH.CC.W.	. Writing Standards
STANDARD / GLE		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
STRAND / STANDARD	NH.CC.W.	. Writing Standards
STANDARD / GLE		Range of Writing
GRADE LEVEL EXPECTATION	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / STANDARD	NH.CC.SI	L Speaking and Listening Standards
STANDARD / GLE		Comprehension and Collaboration
GRADE LEVEL EXPECT ATION		Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the top text, or issue under discussion.
STRAND / STANDARD	NH.CC.S L.6.	Speaking and Listening Standards
STANDARD / GLE		Presentation of Knowledge and Ideas

GRADE LEVEL EXPECTATION	SL.6.4.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
GRADE LEVEL EXPECTATION	SL.6.6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
STRAND / STANDARD	NH.CC.L.	Language Standards

STANDARD / GLE		Conventions of Standard English
GRADE LEVEL EXPECTATION		Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

# STRAND / NH.CC.L. Language Standards STANDARD 6.

STANDARD / GLE		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	L.6.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	L.6.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

# STRAND / NH.CC.L. Language Standards STANDARD 6.

STANDARD / GLE		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

#### UNIT 2: WRITING FROM NOTES Week 2 Page 17-26

### New Hampshire College and Career Ready Standards Language Arts

Grade 6 - Adopted: 2010

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

GRADE LEVEL EXPECTATION	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
STRAND / STANDARD	NH.CC.RI	Reading Standards for Informational Text
STANDARD / GLE		Craft and Structure
GRADE LEVEL EXPECTATION	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
GRADE LEVEL EXPECTATION	RI.6.5.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
STRAND / STANDARD	NH.CC.RI	Reading Standards for Informational Text
STANDARD / GLE		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
STRAND / STANDARD	NH.CC.W.	Writing Standards
STANDARD / GLE		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	W.6.2(a)	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
STRAND / STANDARD	NH.CC.W. 6.	Writing Standards
STANDARD / GLE		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GRADE LEVEL EXPECTATION	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

STRAND / NH.CC.W. Writing Standards STANDARD 6.

STANDARD / GLE		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
STRAND / STANDARD	NH.CC.W.	. Writing Standards
STANDARD / GLE		Research to Build and Present Knowledge
GRADE LEVEL EXPECT ATION	W.6.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	W.6.9(b)	Apply grade 6 reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").
STRAND / STANDARD	NH.CC.W. 6.	Writing Standards
STANDARD / GLE		Range of Writing
GRADE LEVEL EXPECTATION	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / STANDARD	NH.CC.SL	Speaking and Listening Standards
STANDARD / GLE		Comprehension and Collaboration
GRADE LEVEL EXPECT ATION	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
STRAND / STANDARD	NH.CC.S L.6.	Speaking and Listening Standards
STANDARD / GLE		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.6.4.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
GRADE LEVEL EXPECTATION	SL.6.6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

STRAND / STANDARD

NH.CC.L. Language Standards

STANDARD / GLE		Conventions of Standard English
GRADE LEVEL EXPECT ATION	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
EXPECTATION	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
STRAND / STANDARD	NH.CC.L. 6.	Language Standards
STANDARD / GLE		Conventions of Standard English
GRADE LEVEL EXPECT ATION	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.6.2(b)	Spell correctly.
STRAND / STANDARD	NH.CC.L. 6.	Language Standards
STANDARD / GLE		Vocabulary Acquisition and Use
GRADE LEVEL EXPECT ATION	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	L.6.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	L.6.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / STANDARD	NH.CC.L. 6.	Language Standards
STANDARD / GLE		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		UNIT 2: WRITING FROM NOTES Week 3 Page 27-36
		New Hampshire College and Career Ready Standards

Language Arts Grade 6 - Adopted: 2010

NH.CC.RI Reading Standards for Informational Text .6. STRAND / STANDARD

STANDARD / GLE		Key Ideas and Details
GRADE LEVEL EXPECTATION	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

GRADE LEVEL EXPECTATION	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
GRADE LEVEL EXPECTATION	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
STRAND / STANDARD	NH.CC.RI .6.	Reading Standards for Informational Text
STANDARD / GLE		Craft and Structure
GRADE LEVEL EXPECTATION	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
GRADE LEVEL EXPECTATION	RI.6.5.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
STRAND / STANDARD	NH.CC.RI	Reading Standards for Informational Text
STANDARD / GLE		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
STRAND / STANDARD	NH.CC.W.	Writing Standards
		Writing Standards  Text Types and Purposes
STANDARD /	6. W.6.2.	
STANDARD / GLE  GRADE LEVEL	6. W.6.2.	Text Types and Purposes  Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information
STANDARD / STANDARD / GLE  GRADE LEVEL EXPECTATION	6. W.6.2.	Text Types and Purposes  Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and
STANDARD / GLE  GRADE LEVEL EXPECTATION  EXPECTATION	W.6.2. W.6.2(a)	Text Types and Purposes  Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
STANDARD / GLE  GRADE LEVEL EXPECTATION  EXPECTATION	W.6.2(a)  W.6.2(b)  W.6.2(d)	Text Types and Purposes  Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.  Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
STANDARD / GLE  GRADE LEVEL EXPECTATION  EXPECTATION  EXPECTATION  EXPECTATION  STRAND /	W.6.2(a)  W.6.2(b)  W.6.2(d)  NH.CC.W.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.  Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.  Use precise language and domain-specific vocabulary to inform about or explain the topic.
STANDARD / GLE  GRADE LEVEL EXPECTATION  EXPECTATION  EXPECTATION  STRAND / STANDARD / STANDARD /	W.6.2(a)  W.6.2(b)  W.6.2(d)  NH.CC.W.	Text Types and Purposes  Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.  Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.  Use precise language and domain-specific vocabulary to inform about or explain the topic.  Writing Standards

GRADE LEVEL EXPECTATION	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
STRAND / STANDARD	NH.CC.W.	Writing Standards
STANDARD / GLE		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
STRAND / STANDARD	NH.CC.W	. Writing Standards
STANDARD / GLE		Research to Build and Present Knowledge
GRADE LEVEL EXPECT ATION	W.6.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	W.6.9(b)	Apply grade 6 reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").
STRAND / STANDARD	NH.CC.W. 6.	Writing Standards
STANDARD / GLE		Range of Writing
GRADE LEVEL EXPECTATION	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / STANDARD	NH.CC.SL	Speaking and Listening Standards
ST ANDARD / GLE		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
STRAND / STANDARD	NH.CC.S L.6.	Speaking and Listening Standards
STANDARD / GLE		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.6.4.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

GRADE LEVEL EXPECTATION	SL.6.6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
STRAND / STANDARD	NH.CC.L. 6.	Language Standards
STANDARD / GLE		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
EXPECTATION	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
STRAND / STANDARD	NH.CC.L. 6.	Language Standards
STANDARD / GLE		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.6.2(b)	Spell correctly.
STRAND / STANDARD	NH.CC.L. 6.	Language Standards
STANDARD / GLE		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	L.6.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	L.6.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / STANDARD	NH.CC.L. 6.	Language Standards
STANDARD / GLE		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		UNIT 3: RETELLING NARRATIVE STORIES Week 4 Page 37-44

New Hampshire College and Career Ready Standards Language Arts

Grade 6 - Adopted: 2010

STRAND / STANDARD NH.CC.R Reading Standards for Literature L.6.

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STANDARD / GLE		Key Ideas and Details
GRADE LEVEL EXPECTATION	RL.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXPECTATION	RL.6.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
GRADE LEVEL EXPECTATION	RL.6.3.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
STRAND / STANDARD	NH.CC.R L.6.	Reading Standards for Literature
STANDARD / GLE		Craft and Structure
GRADE LEVEL EXPECTATION	RL.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
GRADE LEVEL EXPECTATION	RL.6.5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
GRADE LEVEL EXPECTATION	RL.6.6.	Explain how an author develops the point of view of the narrator or speaker in a text.
STRAND / STANDARD	NH.CC.R L.6.	Reading Standards for Literature
		Reading Standards for Literature  Range of Reading and Level of Text Complexity
STANDARD /		
STANDARD / GLE  GRADE LEVEL	RL.6.10.	Range of Reading and Level of Text Complexity  By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text
STANDARD / GLE  GRADE LEVEL EXPECTATION  STRAND /	RL.6.10.	Range of Reading and Level of Text Complexity  By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STANDARD / GLE  GRADE LEVEL EXPECTATION  STRAND / STANDARD / STANDARD /	RL.6.10.	Range of Reading and Level of Text Complexity  By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.  Writing Standards
STANDARD / GLE  GRADE LEVEL EXPECTATION  STRAND / STANDARD / GLE  GRADE LEVEL  GRADE LEVEL	RL.6.10.  NH.CC.W. 6.	Range of Reading and Level of Text Complexity  By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.  Writing Standards  Text Types and Purposes  Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information
STANDARD / GLE  GRADE LEVEL EXPECTATION  STRAND / STANDARD  STANDARD / GLE  GRADE LEVEL EXPECTATION	RL.6.10.  NH.CC.W. 6.  W.6.2.	Range of Reading and Level of Text Complexity  By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.  Writing Standards  Text Types and Purposes  Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
STANDARD / GLE  GRADE LEVEL EXPECTATION  STRAND / STANDARD / GLE  GRADE LEVEL EXPECTATION  EXPECTATION  STANDARD / GLE  GRADE LEVEL EXPECTATION	NH.CC.W. 6. W.6.2(b)	Range of Reading and Level of Text Complexity  By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.  Writing Standards  Text Types and Purposes  Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
STANDARD / GLE  GRADE LEVEL EXPECTATION  STRAND / STANDARD / GLE  GRADE LEVEL EXPECTATION  EXPECTATION  STRAND / STANDARD / STANDARD / STANDARD / STANDARD / STANDARD /	NH.CC.W. 6. W.6.2(b)	Range of Reading and Level of Text Complexity  By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.  Writing Standards  Text Types and Purposes  Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.  Writing Standards

event sequence that unfolds naturally and logically.

EXPECTATION	W.6.3(b)	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
EXPECTATION	W.6.3(d)	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
EXPECTATION	W.6.3(e)	Provide a conclusion that follows from the narrated experiences or events.
STRAND / STANDARD	NH.CC.W. 6.	Writing Standards
STANDARD / GLE		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GRADE LEVEL EXPECTATION	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
STRAND / STANDARD	NH.CC.W. 6.	Writing Standards
STANDARD / GLE		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
STRAND / STANDARD	NH.CC.W. 6.	Writing Standards
STANDARD / GLE		Range of Writing
GRADE LEVEL EXPECTATION	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / STANDARD	NH.CC.SL	Speaking and Listening Standards
STANDARD / GLE		Comprehension and Collaboration
GRADE LEVEL EXPECT ATION	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

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

**EXPECTATION** 

EXPECTATION	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
STRAND / STANDARD	NH.CC.S L.6.	Speaking and Listening Standards
STANDARD / GLE		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.6.4.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
GRADE LEVEL EXPECTATION	SL.6.6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
STRAND / STANDARD	NH.CC.L. 6.	Language Standards
STANDARD / GLE		Conventions of Standard English
GRADE LEVEL EXPECT ATION	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
EXPECTATION	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
STRAND / STANDARD	NH.CC.L. 6.	Language Standards
STANDARD / GLE		Conventions of Standard English
GRADE LEVEL EXPECT ATION	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.6.2(b)	Spell correctly.
STRAND / STANDARD	NH.CC.L. 6.	Language Standards
STANDARD / GLE		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	L.6.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	L.6.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND /		Language Standards
STANDARD	6.	

**GRADE LEVEL** L.6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather **EXPECTATION** vocabulary knowledge when considering a word or phrase important to comprehension or expression. UNIT 3: RETELLING NARRATIVE STORIES Week 5 Page 45-52  $New\,Hampshire\,College\,and\,Career\,Ready\,Standards$ Language Arts

Grade 6 - Adopted: 2010

STRAND /	NH.CC.R F	Reading Standards	for Literature
STANDARD	1.6		

STRAND / STANDARD	NH.CC.R L.6.	Reading Standards for Literature
ST ANDARD / GLE		Key Ideas and Details
GRADE LEVEL EXPECTATION	RL.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXPECTATION	RL.6.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
GRADE LEVEL EXPECTATION	RL.6.3.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
STRAND / STANDARD	NH.CC.R L.6.	Reading Standards for Literature
STANDARD / GLE		Craft and Structure
GRADE LEVEL EXPECTATION	RL.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
GRADE LEVEL EXPECTATION	RL.6.5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
GRADE LEVEL EXPECTATION	RL.6.6.	Explain how an author develops the point of view of the narrator or speaker in a text.
STRAND / STANDARD	NH.CC.R L.6.	Reading Standards for Literature
STANDARD / GLE		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	RL.6.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STRAND / STANDARD	NH.CC.W	/. Writing Standards

STANDARD / GLE	Text Types and Purposes
GRADE LEVEL EXPECTATION	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

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

STANDARD	6.	
STANDARD / GLE		Text Types and Purposes
GRADE LEVEL EXPECT ATION	W.6.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
EXPECTATION	W.6.3(a)	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
EXPECTATION	W.6.3(b)	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
EXPECTATION	W.6.3(d)	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
EXPECTATION	W.6.3(e)	Provide a conclusion that follows from the narrated experiences or events.
STRAND / STANDARD	NH.CC.W. 6.	Writing Standards
STANDARD / GLE		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GRADE LEVEL EXPECTATION	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
STRAND / STANDARD	NH.CC.W. 6.	Writing Standards
		Passage As Build and Passage Konsidedus
STANDARD / GLE		Research to Build and Present Knowledge

# STRAND / NH.CC.W. Writing Standards STANDARD 6.

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

# STRAND / NH.CC.SL Speaking and Listening Standards STANDARD .6.

STANDARD / GLE	Comprehension and Collaboration	
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GRADE LEVEL EXPECTATION	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
STRAND / STANDARD	NH.CC.S L.6.	Speaking and Listening Standards
STANDARD / GLE		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.6.4.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
GRADE LEVEL EXPECTATION	SL.6.6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
STRAND / STANDARD	NH.CC.L. 6.	Language Standards
STANDARD / GLE		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
EXPECTATION	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
STRAND / STANDARD	NH.CC.L. 6.	Language Standards
STANDARD / GLE		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.6.2(b)	Spell correctly.
STRAND / STANDARD	NH.CC.L. 6.	Language Standards
STANDARD / GLE		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	L.6.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

EXPECTATION	L.6.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / STANDARD	NH.CC.L. 6.	Language Standards
STANDARD / GLE		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		UNIT 3: RETELLING NARRATIVE STORIES Week 6 Page 53-60
		New Hampshire College and Career Ready Standards  Language Arts  Grade 6 - Adopted: 2010
STRAND / STANDARD	NH.CC.R L.6.	Reading Standards for Literature
STANDARD / GLE		Key Ideas and Details
GRADE LEVEL EXPECTATION	RL.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXPECTATION	RL.6.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
GRADE LEVEL EXPECTATION	RL.6.3.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
STRAND / STANDARD	NH.CC.R L.6.	Reading Standards for Literature
STANDARD / GLE		Craft and Structure
GRADE LEVEL EXPECTATION	RL.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
GRADE LEVEL EXPECTATION	RL.6.5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
GRADE LEVEL EXPECTATION	RL.6.6.	Explain how an author develops the point of view of the narrator or speaker in a text.
STRAND / STANDARD	NH.CC.R L.6.	Reading Standards for Literature
STANDARD / GLE		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	RL.6.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STRAND / STANDARD	NH.CC.W 6.	/. Writing Standards

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

# STRAND / NH.CC.W. Writing Standards STANDARD 6.

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

# STRAND / NH.CC.W. Writing Standards STANDARD 6.

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

# STRAND / NH.CC.W. Writing Standards STANDARD 6.

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

# STRAND / NH.CC.W. Writing Standards STANDARD 6.

STANDARD / GLE	Range of Writing		
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GRADE LEVEL EXPECTATION	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / STANDARD	NH.CC.SL	Speaking and Listening Standards
STANDARD / GLE		Comprehension and Collaboration
GRADE LEVEL EXPECT ATION	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
STRAND / STANDARD	NH.CC.S L.6.	Speaking and Listening Standards
STANDARD / GLE		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.6.4.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
GRADE LEVEL EXPECTATION	SL.6.6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
STRAND / STANDARD	NH.CC.L. 6.	Language Standards
STANDARD / GLE		Conventions of Standard English
GRADE LEVEL EXPECT ATION	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
EXPECTATION	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
STRAND / STANDARD	NH.CC.L. 6.	Language Standards
STANDARD / GLE		Conventions of Standard English
GRADE LEVEL EXPECT ATION	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.6.2(b)	Spell correctly.
STRAND / STANDARD	NH.CC.L. 6.	Language Standards

STANDARD / GLE		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	L.6.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	L.6.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / STANDARD	NH.CC.L. 6.	Language Standards
STANDARD / GLE		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

#### New Hampshire College and Career Ready Standards Language Arts

Grade 6 - Adopted: 2010

STRAND / NH.CC.RI Reading Standards for Informational Text STANDARD .6.

GLE

STANDARD / GLE		Key Ideas and Details
GRADE LEVEL EXPECTATION	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXPECTATION	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
GRADE LEVEL EXPECTATION	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
STRAND / STANDARD	NH.CC.RI	Reading Standards for Informational Text
STANDARD / GLE		Craft and Structure
GRADE LEVEL EXPECTATION	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
GRADE LEVEL EXPECTATION	RI.6.5.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
STRAND / STANDARD	NH.CC.RI	Reading Standards for Informational Text
STANDARD /		Integration of Knowledge and Ideas

GRADE LEVEL EXPECTATION	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
STRAND / STANDARD	NH.CC.W 6.	. Writing Standards
STANDARD / GLE		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	W.6.2(a)	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
STRAND / STANDARD	NH.CC.W.	Writing Standards
STANDARD / GLE		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GRADE LEVEL EXPECTATION	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
STRAND / STANDARD	NH.CC.W.	Writing Standards
STANDARD / GLE		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
GRADE LEVEL EXPECTATION	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
STRAND / STANDARD	NH.CC.W.	Writing Standards
STANDARD / GLE		Range of Writing
GRADE LEVEL EXPECTATION	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

# $\begin{array}{ll} {\rm STRAND}\,I & {\rm NH.CC.SL\,Speaking\,\,and\,\,Listening\,\,Standards} \\ {\rm STANDARD} & .6. \end{array}$

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

## STRAND / NH.CC.L. Language Standards STANDARD 6.

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

# STRAND / NH.CC.L. Language Standards STANDARD 6.

STANDARD / GLE	Conventions of Standard English
GRADE LEVEL LEXPECTATION	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

 ${\sf EXPECTATION} \qquad {\sf L.6.2(b)} \qquad {\sf Spell \ correctly}.$ 

# STRAND / NH.CC.L. Language Standards STANDARD 6.

STANDARD / GLE		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	L.6.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	L.6.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

## STRAND / NH.CC.L. Language Standards STANDARD 6.

STANDARD / GLE		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		UNIT 4: SUMMARIZING A REFERENCE Week 8 Page 75-80
		New Hampshire College and Career Ready Standards  Language Arts  Grade 6 - Adopted: 2010
STRAND / STANDARD	NH.CC.RI .6.	Reading Standards for Informational Text
STANDARD / GLE		Key Ideas and Details
GRADE LEVEL EXPECTATION	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXPECTATION	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
GRADE LEVEL EXPECTATION	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
STRAND / STANDARD	NH.CC.RI .6.	Reading Standards for Informational Text
STANDARD / GLE		Craft and Structure
GRADE LEVEL EXPECTATION	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
GRADE LEVEL EXPECTATION	RI.6.5.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
STRAND / STANDARD	NH.CC.RI .6.	Reading Standards for Informational Text
STANDARD / GLE		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
STRAND / STANDARD	NH.CC.W. 6.	Writing Standards
STANDARD / GLE		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification,

 $comparison/contrast, and \ cause/effect; include \ formatting \ (e.g., headings), graphics \ (e.g., charts, tables), and$ 

multimedia when useful to aiding comprehension.

**EXPECTATION** 

W.6.2(a)

EXPECTATION	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
STRAND / STANDARD	NH.CC.W. 6.	Writing Standards
STANDARD / GLE		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GRADE LEVEL EXPECTATION	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
STRAND / STANDARD	NH.CC.W. 6.	Writing Standards
STANDARD / GLE		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
GRADE LEVEL EXPECTATION	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
STRAND / STANDARD	NH.CC.W. 6.	Writing Standards
STANDARD / GLE		Range of Writing
GRADE LEVEL EXPECTATION	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / STANDARD	NH.CC.SL	. Speaking and Listening Standards
STANDARD / GLE		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

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

## STRAND / NH.CC.L. Language Standards STANDARD 6.

STANDARD 0.

STANDARD / GLE	Conventions of Standard English
GRADE LEVEL EXPECTATION	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION L.6.2(b) Spell correctly.

# STRAND / NH.CC.L. Language Standards STANDARD 6.

STANDARD / GLE		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	L.6.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	L.6.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

# STRAND / NH.CC.L. Language Standards STANDARD 6.

STANDARD / GLE		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

# New Hampshire College and Career Ready Standards Language Arts Grade 6 - Adopted: 2010

STANDARD / Key Ideas and Details GLE
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GRADE LEVEL EXPECTATION	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXPECTATION	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
GRADE LEVEL EXPECTATION	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
STRAND / STANDARD	NH.CC.RI .6.	Reading Standards for Informational Text
STANDARD / GLE		Craft and Structure
GRADE LEVEL EXPECTATION	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
GRADE LEVEL EXPECTATION	RI.6.5.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
STRAND / STANDARD	NH.CC.RI .6.	Reading Standards for Informational Text
STANDARD / GLE		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
STRAND / STANDARD	NH.CC.W.	. Writing Standards
STANDARD / GLE		Text Types and Purposes
GRADE LEVEL EXPECT ATION	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	W.6.2(a)	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
STRAND / STANDARD	NH.CC.W. 6.	Writing Standards
ST ANDARD / GLE		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning,

revising, editing, rewriting, or trying a new approach.

**EXPECTATION** 

GRADE LEVEL EXPECTATION	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
STRAND / STANDARD	NH.CC.W. 6.	Writing Standards
STANDARD / GLE		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
GRADE LEVEL EXPECTATION	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
STRAND / STANDARD	NH.CC.W. 6.	Writing Standards
STANDARD / GLE		Range of Writing
GRADE LEVEL EXPECTATION	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / STANDARD	NH.CC.SL .6.	Speaking and Listening Standards
STANDARD / GLE		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
STRAND / STANDARD	NH.CC.L. 6.	Language Standards
STANDARD / GLE		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.6.1(c)	Recognize and correct inappropriate shifts in pronoun number and person.
EXPECTATION	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

STRAND /	NH.CC.L.	Language Standards	s
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STANDARD / GLE		Conventions of Standard English
GRADE LEVEL EXPECTATION		Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.6.2(b)	Spell correctly.

# STRAND / NH.CC.L. Language Standards STANDARD 6.

STANDARD / GLE		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	L.6.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	L.6.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

# STRAND / NH.CC.L. Language Standards STANDARD 6.

STANDARD / GLE		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

### UNIT 5: WRITING FROM PICTURES Week 10 Page 89-98

# New Hampshire College and Career Ready Standards Language Arts Grade 6 - Adopted: 2010

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

STANDARD / GLE	Craft and Structure
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GRADE LEVEL EXPECTATION	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
STRAND / STANDARD	NH.CC.RI	Reading Standards for Informational Text
STANDARD / GLE		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
STRAND / STANDARD	NH.CC.W.	. Writing Standards
STANDARD / GLE		Text Types and Purposes
GRADE LEVEL EXPECT ATION	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	W.6.2(a)	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
STRAND / STANDARD	NH.CC.W. 6.	Writing Standards
		Writing Standards  Production and Distribution of Writing
STANDARD STANDARD /		
STANDARD / GLE  GRADE LEVEL	6.	Production and Distribution of Writing  Produce clear and coherent writing in which the development, organization, and style are appropriate to task,
STANDARD / GLE  GRADE LEVEL EXPECTATION  GRADE LEVEL	6. W.6.4.	Production and Distribution of Writing  Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)  With some guidance and support from peers and adults, develop and strengthen writing as needed by planning,
STANDARD  STANDARD / GLE  GRADE LEVEL EXPECTATION  GRADE LEVEL EXPECTATION  GRADE LEVEL EXPECTATION  STRAND /	W.6.4. W.6.5.	Production and Distribution of Writing  Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)  With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with
STANDARD  STANDARD / GLE  GRADE LEVEL EXPECTATION  GRADE LEVEL EXPECTATION  GRADE LEVEL EXPECTATION  STRAND /	W.6.4.  W.6.5.  W.6.6.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)  With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
STANDARD  STANDARD / GLE  GRADE LEVEL EXPECTATION  GRADE LEVEL EXPECTATION  GRADE LEVEL EXPECTATION  STAND / STANDARD / STANDARD /	W.6.4.  W.6.5.  W.6.6.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)  With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.  Writing Standards
ST ANDARD / GLE  GRADE LEVEL EXPECTATION  GRADE LEVEL EXPECTATION  GRADE LEVEL EXPECTATION  ST ANDARD / ST ANDARD / GLE  GRADE LEVEL	<ul><li>W.6.4.</li><li>W.6.5.</li><li>W.6.6.</li><li>NH.CC.W.6.</li><li>W.6.7.</li></ul>	Production and Distribution of Writing  Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)  With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.  Writing Standards  Research to Build and Present Knowledge  Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when
STANDARD / GLE  GRADE LEVEL EXPECTATION  GRADE LEVEL EXPECTATION  GRADE LEVEL EXPECTATION  STRAND / STANDARD  STANDARD / GLE  GRADE LEVEL EXPECTATION  STANDARD / GLE  GRADE LEVEL EXPECTATION	6.  W.6.4.  W.6.5.  W.6.6.  NH.CC.W. 6.	Production and Distribution of Writing  Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)  With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.  Writing Standards  Research to Build and Present Knowledge  Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

GRADE LEVEL EXPECTATION	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / STANDARD	NH.CC.L. 6.	Language Standards
STANDARD / GLE		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
EXPECTATION	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
STRAND / STANDARD	NH.CC.L. 6.	Language Standards
STANDARD / GLE		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.6.2(b)	Spell correctly.
STRAND / STANDARD	NH.CC.L. 6.	Language Standards
		Language Standards  Vocabulary Acquisition and Use
STANDARD /	6. L.6.4.	
STANDARD / GLE  GRADE LEVEL	6. L.6.4.	Vocabulary Acquisition and Use  Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade
STANDARD / STANDARD / GLE  GRADE LEVEL EXPECTATION	6. L.6.4.	Vocabulary Acquisition and Use  Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.  Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a
STANDARD / GLE  GRADE LEVEL EXPECTATION  EXPECTATION	L.6.4.	Vocabulary Acquisition and Use  Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.  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.  Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the
STANDARD / GLE  GRADE LEVEL EXPECTATION  EXPECTATION	L.6.4(a)  L.6.4(c)  L.6.4(d)	Vocabulary Acquisition and Use  Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.  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.  Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.  Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in
STANDARD / GLE  GRADE LEVEL EXPECTATION  EXPECTATION  EXPECTATION  EXPECTATION	6. L.6.4. L.6.4(a) L.6.4(c) L.6.4(d)	Vocabulary Acquisition and Use  Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.  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.  Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.  Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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

STANDARD / GLE		Key Ideas and Details
GRADE LEVEL EXPECTATION	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXPECTATION	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
GRADE LEVEL EXPECTATION	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
STRAND / STANDARD	NH.CC.RI	Reading Standards for Informational Text
STANDARD / GLE		Craft and Structure
GRADE LEVEL EXPECTATION	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
STRAND / STANDARD	NH.CC.RI .6.	Reading Standards for Informational Text
STANDARD / GLE		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
STRAND / STANDARD	NH.CC.W.	. Writing Standards
STANDARD / GLE		Text Types and Purposes
GRADE LEVEL EXPECT ATION	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	W.6.2(a)	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.  Use precise language and domain-specific vocabulary to inform about or explain the topic.
	W.6.2(d)	
EXPECTATION  STRAND /	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.

GRADE LEVEL EXPECTATION	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GRADE LEVEL EXPECTATION	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
STRAND / STANDARD	NH.CC.W. 6.	Writing Standards
STANDARD / GLE		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
STRAND / STANDARD	NH.CC.W. 6.	Writing Standards
STANDARD / GLE		Range of Writing
GRADE LEVEL EXPECTATION	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / STANDARD	NH.CC.L. 6.	Language Standards
STANDARD / GLE		Conventions of Standard English
	L.6.1.	Conventions of Standard English  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GLE GRADE LEVEL		Demonstrate command of the conventions of standard English grammar and usage when writing or
GRADE LEVEL EXPECT ATION		Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION  EXPECTATION	L.6.1(d)	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).  Recognize variations from standard English in their own and others' writing and speaking, and identify and use
GRADE LEVEL EXPECTATION  EXPECTATION  EXPECTATION  STRAND /	L.6.1(d) L.6.1(e)	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).  Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
GLE  GRADE LEVEL EXPECTATION  EXPECTATION  EXPECTATION  STRAND / STANDARD / STANDARD /	L.6.1(d)  L.6.1(e)  NH.CC.L. 6.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).  Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.  Language Standards
GLE  GRADE LEVEL EXPECTATION  EXPECTATION  STRAND / STANDARD  STANDARD / GLE  GRADE LEVEL	L.6.1(d)  L.6.1(e)  NH.CC.L. 6.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).  Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.  Language Standards  Conventions of Standard English  Demonstrate command of the conventions of standard English capitalization, punctuation, and
GLE  GRADE LEVEL EXPECTATION  EXPECTATION  STRAND / STANDARD  STANDARD / GLE  GRADE LEVEL EXPECTATION	L.6.1(d)  L.6.1(e)  NH.CC.L. 6.  L.6.2(b)	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).  Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.  Language Standards  Conventions of Standard English  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GLE  GRADE LEVEL EXPECTATION  EXPECTATION  STRAND / STANDARD  STANDARD / GLE  GRADE LEVEL EXPECTATION  EXPECTATION	L.6.1(d)  L.6.1(e)  NH.CC.L. 6.  L.6.2(b)  NH.CC.L.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).  Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.  Language Standards  Conventions of Standard English  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GLE  GRADE LEVEL EXPECTATION  EXPECTATION  STRAND / STANDARD / GLE  GRADE LEVEL EXPECTATION  EXPECTATION  STANDARD /	L.6.1(d)  L.6.1(e)  NH.CC.L. 6.  L.6.2(b)  NH.CC.L. 6.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).  Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.  Language Standards  Conventions of Standard English  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  Spell correctly.  Language Standards

EXPECTATION	L.6.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / STANDARD	NH.CC.L. 6.	Language Standards
STANDARD / GLE		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		UNIT 5: WRITING FROM PICTURES Week 12 Page 107-114
		New Hampshire College and Career Ready Standards  Language Arts  Grade 6 - Adopted: 2010
STRAND / STANDARD	NH.CC.R L.6.	Reading Standards for Literature
ST ANDARD / GLE		Key Ideas and Details
GRADE LEVEL EXPECTATION	RL.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXPECTATION	RL.6.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
GRADE LEVEL EXPECTATION	RL.6.3.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
STRAND / STANDARD	NH.CC.R L.6.	Reading Standards for Literature
ST ANDARD / GLE		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	RL.6.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STRAND / STANDARD	NH.CC.W.	. Writing Standards
STANDARD / GLE		Text Types and Purposes
GRADE LEVEL EXPECT ATION	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	W.6.2(a)	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
STRAND / STANDARD	NH.CC.W.	. Writing Standards
STANDARD / GLE		Text Types and Purposes

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

# STRAND / NH.CC.W. Writing Standards STANDARD 6.

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

# STRAND / NH.CC.W. Writing Standards STANDARD 6.

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

# STRAND / NH.CC.L. Language Standards STANDARD 6.

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

# STRAND / NH.CC.L. Language Standards STANDARD 6.

STANDARD / GLE	Conventions of Standard English
GRADE LEVEL EXPECT ATION	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION	L.6.2(b)	Spell correctly.
STRAND / STANDARD	NH.CC.L. 6.	Language Standards
STANDARD / GLE		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	L.6.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	L.6.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / STANDARD	NH.CC.L. 6.	Language Standards
STANDARD / GLE		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 13 Page 115-126
		New Hampshire College and Career Ready Standards  Language Arts  Grade 6 - Adopted: 2010

# STRAND / NH.CC.RI Reading Standards for Informational Text STANDARD .6.

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

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

# STRAND / NH.CC.RI Reading Standards for Informational Text STANDARD .6.

GRADE LEVEL

**EXPECTATION** 

W.6.8.

information for sources.

STANDARD / GLE		Integration of Knowledge and Ideas	
GRADE LEVEL EXPECTATION	RI.6.7.	ntegrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	
GRADE LEVEL EXPECTATION	RI.6.9.	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).	
STRAND / STANDARD	NH.CC.W 6.	. Writing Standards	
STANDARD / GLE		Text Types and Purposes	
GRADE LEVEL EXPECTATION	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	
EXPECTATION	W.6.2(a)	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	
EXPECTATION	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	
EXPECTATION	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.	
STRAND / STANDARD	NH.CC.W. 6.	Writing Standards	
STANDARD / GLE		Production and Distribution of Writing	
GRADE LEVEL EXPECTATION	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	
GRADE LEVEL EXPECTATION	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	
GRADE LEVEL EXPECTATION	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.	
STRAND / STANDARD	NH.CC.W. 6.	Writing Standards	
STANDARD / GLE		Research to Build and Present Knowledge	
GRADE LEVEL EXPECTATION	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	
CDADE LEVE	W.C.O	Cothor valous at information from multiple print and digital courses.	

Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or

paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic

STRAND /	NH.CC.W.	Writing	<b>Standards</b>
CT AND ADD	6		

STANDARD / GLE		Research to Build and Present Knowledge	
GRADE LEVEL EXPECTATION	W.6.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.	
EXPECTATION	W.6.9(a)	Apply grade 6 reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").	
STRAND / STANDARD	NH.CC.W.	Writing Standards	
STANDARD / GLE		Range of Writing	
GRADE LEVEL EXPECTATION	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	
STRAND / STANDARD	NH.CC.SL	Speaking and Listening Standards	
STANDARD / GLE		Comprehension and Collaboration	
GRADE LEVEL EXPECTATION	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.	
	SL.6.1(a)	with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing	
EXPECTATION		with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.  Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by	
EXPECTATION  EXPECTATION	SL.6.1(a)	with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.  Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	
EXPECTATION  EXPECTATION	SL.6.1(a) SL.6.1(b) SL.6.1(c)	with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.  Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.  Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.  Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic,	
EXPECTATION  EXPECTATION  EXPECTATION  STRAND /	SL.6.1(a)  SL.6.1(b)  SL.6.1(c)	with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.  Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.  Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.  Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.	
EXPECTATION  EXPECTATION  EXPECTATION  STRAND / STANDARD /	SL.6.1(a)  SL.6.1(b)  SL.6.1(c)  NH.CC.L. 6.	with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.  Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.  Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.  Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.  Language Standards	

# STRAND / NH.CC.L. Language Standards STANDARD 6.

L.6.1(e)

**EXPECTATION** 

STANDARD / GLE	Conventions of Standard English
GRADE LEVEL EXPECTATION	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

strategies to improve expression in conventional language.

Recognize variations from standard English in their own and others' writing and speaking, and identify and use

EXPECTATION	L.6.2(b)	Spell correctly.
STRAND / STANDARD	NH.CC.L. 6.	Language Standards
STANDARD / GLE		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	L.6.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	L.6.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / STANDARD	NH.CC.L. 6.	Language Standards
STANDARD / GLE		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 14 Page 127-140
		New Hampshire College and Career Ready Standards  Language Arts  Grade 6 - Adopted: 2010

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

# STRAND / NH.CC.RI Reading Standards for Informational Text STANDARD .6.

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

GRADE LEVEL

**EXPECTATION** 

W.6.8.

information for sources.

STANDARD / GLE		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
GRADE LEVEL EXPECTATION	RI.6.9.	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
STRAND / STANDARD	NH.CC.W 6.	. Writing Standards
STANDARD / GLE		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	W.6.2(a)	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
STRAND / STANDARD	NH.CC.W. 6.	Writing Standards
STANDARD / GLE		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GRADE LEVEL EXPECTATION	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
STRAND / STANDARD	NH.CC.W. 6.	Writing Standards
STANDARD / GLE		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
CDADE LEVE	W.C.O	Cothor valous at information from multiple print and digital courses.

Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or

paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic

STRAND /	NH.CC.W.	Writing	<b>Standards</b>
CT AND ADD	6		

GRADE LEVEL EXPECTATION

L.6.2.

STANDARD / GLE		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.6.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	W.6.9(a)	Apply grade 6 reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").
STRAND / STANDARD	NH.CC.W.	Writing Standards
STANDARD / GLE		Range of Writing
GRADE LEVEL EXPECTATION	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / STANDARD	NH.CC.SL .6.	Speaking and Listening Standards
STANDARD / GLE		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
STRAND / STANDARD	NH.CC.L. 6.	Language Standards
STANDARD / GLE		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
EXPECTATION	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
STRAND / STANDARD	NH.CC.L. 6.	Language Standards
STANDARD / GLE		Conventions of Standard English

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

EXPECTATION	L.6.2(b)	Spell correctly.
STRAND / STANDARD	NH.CC.L. 6.	Language Standards
STANDARD / GLE		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	L.6.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	L.6.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / STANDARD	NH.CC.L. 6.	Language Standards
STANDARD / GLE		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 15 Page 141-152
		New Hampshire College and Career Ready Standards  Language Arts  Grade 6 - Adopted: 2010

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

# STRAND / NH.CC.RI Reading Standards for Informational Text STANDARD .6.

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

GRADE LEVEL

**EXPECTATION** 

W.6.8.

information for sources.

STANDARD / GLE		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
GRADE LEVEL EXPECTATION	RI.6.9.	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
STRAND / STANDARD	NH.CC.W 6.	. Writing Standards
STANDARD / GLE		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	W.6.2(a)	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
STRAND / STANDARD	NH.CC.W. 6.	Writing Standards
STANDARD / GLE		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GRADE LEVEL EXPECTATION	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
STRAND / STANDARD	NH.CC.W. 6.	Writing Standards
STANDARD / GLE		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
CDADE LEVE	W.C.O	Cothor valous at information from multiple print and digital courses.

Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or

paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic

STRAND /	NH.CC.W.	Writing	<b>Standards</b>
CT AND ADD	6		

STANDARD / GLE		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.6.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	W.6.9(a)	Apply grade 6 reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").
STRAND / STANDARD	NH.CC.W.	Writing Standards
STANDARD / GLE		Range of Writing
GRADE LEVEL EXPECTATION	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / STANDARD	NH.CC.SL	Speaking and Listening Standards
STANDARD / GLE		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
	SL.6.1(a)	with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing
EXPECTATION		with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.  Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by
EXPECTATION  EXPECTATION	SL.6.1(a)	with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.  Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION  EXPECTATION	SL.6.1(a) SL.6.1(b) SL.6.1(c)	with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.  Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.  Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.  Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic,
EXPECTATION  EXPECTATION  EXPECTATION  STRAND /	SL.6.1(a)  SL.6.1(b)  SL.6.1(c)	with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.  Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.  Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.  Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
EXPECTATION  EXPECTATION  EXPECTATION  STRAND / STANDARD /	SL.6.1(a)  SL.6.1(b)  SL.6.1(c)  NH.CC.L. 6.	with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.  Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.  Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.  Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.  Language Standards

# STRAND / NH.CC.L. Language Standards STANDARD 6.

L.6.1(e)

**EXPECTATION** 

STANDARD / GLE	Conventions of Standard English
GRADE LEVEL EXPECTATION	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

strategies to improve expression in conventional language.

Recognize variations from standard English in their own and others' writing and speaking, and identify and use

EXPECTATION	L.6.2(b)	Spell correctly.
STRAND / STANDARD	NH.CC.L. 6.	Language Standards
STANDARD / GLE		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	L.6.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	L.6.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / STANDARD	NH.CC.L. 6.	Language Standards
STANDARD / GLE		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 16 Page 153-158
		New Hampshire College and Career Ready Standards
		Language Arts
		Grade 6 - Adopted: 2010
STRAND /	NH.CC.RI	Reading Standards for Informational Text

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

# STRAND / NH.CC.RI Reading Standards for Informational Text STANDARD .6.

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

GRADE LEVEL

**EXPECTATION** 

W.6.8.

information for sources.

STANDARD / GLE		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
GRADE LEVEL EXPECTATION	RI.6.9.	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
STRAND / STANDARD	NH.CC.W 6.	. Writing Standards
STANDARD / GLE		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	W.6.2(a)	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
STRAND / STANDARD	NH.CC.W. 6.	Writing Standards
STANDARD / GLE		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GRADE LEVEL EXPECTATION	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
STRAND / STANDARD	NH.CC.W. 6.	Writing Standards
STANDARD / GLE		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
CDADE LEVE	W.C.O	Cothor valous at information from multiple print and digital courses.

Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or

paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic

STRAND /	NH.CC.W.	Writing	<b>Standards</b>
CT AND ADD	6		

STANDARD /		Research to Build and Present Knowledge
GLE		
GRADE LEVEL EXPECTATION	W.6.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	W.6.9(a)	Apply grade 6 reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").
STRAND / STANDARD	NH.CC.W.	Writing Standards
STANDARD / GLE		Range of Writing
GRADE LEVEL EXPECTATION	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / STANDARD	NH.CC.SL .6.	Speaking and Listening Standards
STANDARD / GLE		Comprehension and Collaboration
GRADE LEVEL EXPECT ATION	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
STRAND / STANDARD	NH.CC.L. 6.	Language Standards
STANDARD / GLE		Conventions of Standard English
GRADE LEVEL EXPECT ATION	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

## STRAND / NH.CC.L. Language Standards STANDARD 6.

L.6.1(e)

EXPECTATION

STANDARD / GLE	Conventions of Standard English
GRADE LEVEL EXPECTATION	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

strategies to improve expression in conventional language.

Recognize variations from standard English in their own and others' writing and speaking, and identify and use

EXPECTATION	L.6.2(b)	Spell correctly.
STRAND / STANDARD	NH.CC.L. 6.	Language Standards
STANDARD / GLE		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	L.6.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	L.6.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / STANDARD	NH.CC.L. 6.	Language Standards
		Language Standards  Vocabulary Acquisition and Use
STANDARD /		
STANDARD / GLE  GRADE LEVEL	6.	Vocabulary Acquisition and Use  Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather
STANDARD / GLE  GRADE LEVEL	6.	Vocabulary Acquisition and Use  Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.  UNIT 7: INVENTIVE WRITING Week 17 Page 159-164
STANDARD / GLE  GRADE LEVEL	6.	Vocabulary Acquisition and Use  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.
STANDARD / GLE  GRADE LEVEL	6.	Vocabulary Acquisition and Use  Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.  UNIT 7: INVENTIVE WRITING Week 17 Page 159-164  New Hampshire College and Career Ready Standards
STANDARD / GLE  GRADE LEVEL	L.6.6.	Vocabulary Acquisition and Use  Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.  UNIT 7: INVENTIVE WRITING Week 17 Page 159-164  New Hampshire College and Career Ready Standards Language Arts

STRAND /	NH.CC.W. Writing Standards
STANDARD	6

STANDARD	0.	
STANDARD / GLE		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	W.6.2(a)	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.6.2(f)	Provide a concluding statement or section that follows from the information or explanation presented.
STRAND /	NH.CC.W.	Writing Standards

# STRAND / NH.CC.W. Writing Standards STANDARD 6.

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

GRADE LEVEL EXPECTATION	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GRADE LEVEL EXPECTATION	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
STRAND / STANDARD	NH.CC.W. 6.	Writing Standards
STANDARD / GLE		Range of Writing
GRADE LEVEL EXPECTATION	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / STANDARD	NH.CC.SL	Speaking and Listening Standards
STANDARD / GLE		Comprehension and Collaboration
GRADE LEVEL EXPECT ATION	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
STRAND / STANDARD	NH.CC.L. 6.	Language Standards
STANDARD / GLE		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
EXPECTATION	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
STRAND / STANDARD	NH.CC.L. 6.	Language Standards
STANDARD / GLE		Conventions of Standard English
GRADE LEVEL EXPECT ATION	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.6.2(b)	Spell correctly.
STRAND /	NH.CC.L.	Language Standards

STRAND / NH.CC.L. Language Standards STANDARD 6.

STANDARD / GLE		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		UNIT 7: INVENTIVE WRITING Week 18 Page 165-172
		New Hampshire College and Career Ready Standards  Language Arts  Grade 6 - Adopted: 2010
STRAND / STANDARD	NH.CC.W. 6.	Writing Standards
STANDARD / GLE		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	W.6.2(a)	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.6.2(f)	Provide a concluding statement or section that follows from the information or explanation presented.

# STRAND / NH.CC.W. Writing Standards STANDARD 6.

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

# STRAND / NH.CC.W. Writing Standards 5.

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

GRADE LEVEL EXPECTATION	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GRADE LEVEL EXPECTATION	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
STRAND / STANDARD	NH.CC.W. 6.	Writing Standards
STANDARD / GLE		Range of Writing
GRADE LEVEL EXPECTATION	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / STANDARD	NH.CC.L. 6.	Language Standards
STANDARD / GLE		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
EXPECTATION	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
STRAND / STANDARD	NH.CC.L. 6.	Language Standards
STANDARD / GLE		Conventions of Standard English
GRADE LEVEL EXPECT ATION	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.6.2(b)	Spell correctly.
STRAND / STANDARD	NH.CC.L. 6.	Language Standards
STANDARD / GLE		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		UNIT 7: INVENTIVE WRITING Week 19 Page 173-178

### UNIT 7: INVENTIVE WRITING Week 19 Page 173-178

# New Hampshire College and Career Ready Standards Language Arts

Grade 6 - Adopted: 2010

STRAND / NH.CC.W. Writing Standards STANDARD 6.

STANDARD / GLE		Text Types and Purposes
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GRADE LEVEL EXPECT ATION	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	W.6.2(a)	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.6.2(f)	Provide a concluding statement or section that follows from the information or explanation presented.
STRAND / STANDARD	NH.CC.W.	Writing Standards
STANDARD / GLE		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GRADE LEVEL EXPECTATION	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
STRAND / STANDARD	NH.CC.W.	Writing Standards
STANDARD / GLE		Range of Writing
GRADE LEVEL EXPECTATION	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / STANDARD	NH.CC.L. 6.	Language Standards
STANDARD / GLE		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
EXPECTATION	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
STRAND / STANDARD	NH.CC.L. 6.	Language Standards
STANDARD / GLE		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION	L.6.2(b)	Spell correctly.
STRAND / STANDARD	NH.CC.L. 6.	Language Standards
STANDARD / GLE		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		UNIT 8: FORMAL ESSAY MODELS Week 20 Page 179-192
		New Hampshire College and Career Ready Standards  Language Arts  Grade 6 - Adopted: 2010
STRAND / STANDARD	NH.CC.RI .6.	Reading Standards for Informational Text
STANDARD / GLE		Key Ideas and Details
GRADE LEVEL EXPECTATION	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXPECTATION	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
GRADE LEVEL EXPECTATION	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
STRAND / STANDARD	NH.CC.RI	Reading Standards for Informational Text
STANDARD / GLE		Craft and Structure
GRADE LEVEL EXPECTATION	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
GRADE LEVEL EXPECTATION	RI.6.5.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
STRAND / STANDARD	NH.CC.RI	Reading Standards for Informational Text
STANDARD / GLE		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
GRADE LEVEL EXPECTATION	RI.6.9.	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
STRAND / STANDARD	NH.CC.W	. Writing Standards

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

#### STRAND / STANDARD

### NH.CC.W. Writing Standards

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

#### STRAND / STANDARD

#### NH.CC.W. Writing Standards

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

#### STRAND / STANDARD

### NH.CC.W. Writing Standards

STANDARD / GLE	Research to Build and Present Knowledge
GRADE LEVEL EXPECT ATION	Draw evidence from literary or informational texts to support analysis, reflection, and research.

**EXPECTATION** 

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

# STRAND / NH.CC.W. Writing Standards STANDARD 6.

ST ANDARD / GLE		Range of Writing
GRADE LEVEL EXPECTATION	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / STANDARD	NH.CC.L. 6.	Language Standards
STANDARD / GLE		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
EXPECTATION	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
STRAND / STANDARD	NH.CC.L. 6.	Language Standards
STANDARD / GLE		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.6.2(b)	Spell correctly.
EXPECTATION  STRAND / STANDARD	` '	Spell correctly.  Language Standards
STRAND /	NH.CC.L.	
STRAND / STANDARD	NH.CC.L.	Language Standards
STRAND / STANDARD / GLE GRADE LEVEL	NH.CC.L. 6.	Language Standards  Vocabulary Acquisition and Use  Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade
STRAND / STANDARD STANDARD / GLE GRADE LEVEL EXPECTATION	NH.CC.L. 6.	Vocabulary Acquisition and Use  Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.  Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a
STRAND / STANDARD STANDARD / GLE  GRADE LEVEL EXPECTATION  EXPECTATION	NH.CC.L. 6. L.6.4. L.6.4(a)	Vocabulary Acquisition and Use  Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.  Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.  Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in
STRAND / STANDARD / GLE  GRADE LEVEL EXPECTATION  EXPECTATION  STRAND /	NH.CC.L. 6. L.6.4(a) L.6.4(d) NH.CC.L.	Vocabulary Acquisition and Use  Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.  Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.  Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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

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

## STRAND / NH.CC.RI Reading Standards for Informational Texts STANDARD .6.

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

## STRAND / NH.CC.RI Reading Standards for Informational Text STANDARD .6.

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

## STRAND / NH.CC.W. Writing Standards STANDARD 6.

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

EXPECTATION	W.6.2(f)	Provide a concluding statement or section that follows from the information or explanation presented.
STRAND / STANDARD	NH.CC.W.	Writing Standards
STANDARD / GLE		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GRADE LEVEL EXPECTATION	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
STRAND / STANDARD	NH.CC.W.	Writing Standards
STANDARD / GLE		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
GRADE LEVEL EXPECTATION	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
STRAND / STANDARD	NH.CC.W. 6.	Writing Standards
STANDARD / GLE		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.6.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	W.6.9(a)	Apply grade 6 reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").
STRAND / STANDARD	NH.CC.W.	Writing Standards
STANDARD / GLE		Range of Writing
GRADE LEVEL EXPECTATION	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
		· · · · · · · · · · · · · · · · · · ·
EXPECTATION STRAND /	NH.CC.SL	single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

EXPECTATION	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
STRAND / STANDARD	NH.CC.L. 6.	Language Standards
STANDARD / GLE		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
EXPECTATION	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
STRAND / STANDARD	NH.CC.L. 6.	Language Standards
STANDARD / GLE		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.6.2(b)	Spell correctly.
STRAND / STANDARD	NH.CC.L. 6.	Language Standards
STANDARD / GLE		Vocabulary Acquisition and Use
GRADE LEVEL EXPECT ATION	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	L.6.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	L.6.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / STANDARD	NH.CC.L. 6.	Language Standards
STANDARD / GLE		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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STRAND / NH.CC.R Reading Standards for Literature STANDARD

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STANDARD / GLE		Key Ideas and Details
GRADE LEVEL EXPECTATION	RL.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXPECTATION	RL.6.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
GRADE LEVEL EXPECTATION	RL.6.3.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
STRAND / STANDARD	NH.CC.R L.6.	Reading Standards for Literature

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

#### STRAND / NH.CC.R Reading Standards for Literature STANDARD

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

#### STRAND / NH.CC.RI Reading Standards for Informational Text STANDARD .6.

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

#### STRAND / NH.CC.RI Reading Standards for Informational Text STANDARD .6.

STANDARD / GLE		Craft and Structure
GRADE LEVEL EXPECTATION	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
STRAND / STANDARD	NH.CC.RI .6.	Reading Standards for Informational Text
STANDARD / GLE		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
STRAND / STANDARD	NH.CC.W.	. Writing Standards
STANDARD / GLE		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
STRAND / STANDARD	NH.CC.W.	. Writing Standards
STANDARD / GLE		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.6.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
EXPECTATION	W.6.3(a)	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
EXPECTATION	W.6.3(b)	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
EXPECTATION	W.6.3(d)	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
EXPECTATION	W.6.3(e)	Provide a conclusion that follows from the narrated experiences or events.
STRAND / STANDARD	NH.CC.W. 6.	Writing Standards
STANDARD / GLE		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GRADE LEVEL	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with

others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

EXPECTATION

STRAND /	NH.CC.W. Writing	Standards
CT VND VDD	6	

STANDARD / GLE		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
STRAND / STANDARD	NH.CC.W 6.	. Writing Standards

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

## $\begin{array}{ll} {\rm STRAND}\,I & {\rm NH.CC.SL}\,{\rm Speaking}\,\,{\rm and}\,\,{\rm Listening}\,\,{\rm Standards} \\ {\rm STANDARD} & .6. \end{array}$

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

# STRAND / NH.CC.L. Language Standards STANDARD 6.

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

# STRAND / NH.CC.L. Language Standards STANDARD 6.

STANDARD / GLE	Conventions of Standard English
GRADE LEVEL EXPECTATION	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION L.6.2(b) Spell correctly.

STRAND /	NH.CC.L.	Language	<b>Standards</b>
STANDARD	6.		

STANDARD / GLE	Knowledge of Language
GRADE LEVEL EXPECTATION	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

EXPECTATION L.6.3(b) Maintain consistency in style and tone.

## STRAND / NH.CC.L. Language Standards STANDARD 6.

STANDARD / GLE		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	L.6.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	L.6.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

### STRAND / NH.CC.L. Language Standards STANDARD 6.

STANDARD / GLE		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.6.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

EXPECTATION L.6.5(a) Interpret figures of speech (e.g., personification) in context.

## STRAND / NH.CC.L. Language Standards STANDARD 6.

STANDARD / GLE		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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# New Hampshire College and Career Ready Standards Language Arts

Grade 6 - Adopted: 2010

## STRAND / NH.CC.R Reading Standards for Literature STANDARD L.6.

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

GRADE LEVEL EXPECTATION	RL.6.3.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
STRAND / STANDARD	NH.CC.R L.6.	Reading Standards for Literature
STANDARD / GLE		Craft and Structure
GRADE LEVEL EXPECTATION	RL.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
GRADE LEVEL EXPECTATION	RL.6.5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
GRADE LEVEL EXPECTATION	RL.6.6.	Explain how an author develops the point of view of the narrator or speaker in a text.
STRAND / STANDARD	NH.CC.R L.6.	Reading Standards for Literature
STANDARD / GLE		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	RL.6.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 te complexity band proficiently, with scaffolding as needed at the high end of the range.
STRAND / STANDARD	NH.CC.RI .6.	Reading Standards for Informational Text
STANDARD / GLE		Key Ideas and Details
GRADE LEVEL EXPECTATION	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXPECTATION	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
GRADE LEVEL EXPECTATION	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., throug examples or anecdotes).
STRAND / STANDARD	NH.CC.RI	Reading Standards for Informational Text
STANDARD / GLE		Craft and Structure
GRADE LEVEL EXPECTATION	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
STRAND / STANDARD	NH.CC.RI	Reading Standards for Informational Text
		Integration of Knowledge and Ideas

GRADE LEVEL EXPECTATION	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
STRAND / STANDARD	NH.CC.W.	Writing Standards
STANDARD / GLE		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
STRAND / STANDARD	NH.CC.W.	Writing Standards
STANDARD / GLE		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.6.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
EXPECTATION	W.6.3(a)	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
EXPECTATION	W.6.3(b)	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
EXPECTATION	W.6.3(d)	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
EXPECTATION	W.6.3(e)	Provide a conclusion that follows from the narrated experiences or events.
STRAND / STANDARD	NH.CC.W. 6.	Writing Standards
STANDARD / GLE		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GRADE LEVEL EXPECTATION	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
STRAND / STANDARD	NH.CC.W. 6.	Writing Standards
STANDARD / GLE		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

# STRAND / NH.CC.W. Writing Standards 6.

**EXPECTATION** 

L.6.3(b) Maintain consistency in style and tone.

STANDARD / GLE		Range of Writing
GRADE LEVEL EXPECTATION	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / STANDARD	NH.CC.SL .6.	Speaking and Listening Standards
STANDARD / GLE		Comprehension and Collaboration
GRADE LEVEL EXPECT ATION	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
STRAND / STANDARD	NH.CC.L. 6.	Language Standards
STANDARD / GLE		Conventions of Standard English
GRADE LEVEL EXPECT ATION	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	<b>L.6.1.</b> L.6.1(d)	
EXPECTATION		speaking.
EXPECTATION EXPECTATION	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).  Recognize variations from standard English in their own and others' writing and speaking, and identify and use
EXPECTATION  EXPECTATION  EXPECTATION	L.6.1(d) L.6.1(e) NH.CC.L.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).  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  EXPECTATION  EXPECTATION  STRAND / STANDARD  STANDARD /	L.6.1(d) L.6.1(e) NH.CC.L.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).  Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.  Language Standards
EXPECTATION  EXPECTATION  EXPECTATION  STRAND / STANDARD  STANDARD / GLE  GRADE LEVEL	L.6.1(d)  L.6.1(e)  NH.CC.L. 6.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).  Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.  Language Standards  Conventions of Standard English  Demonstrate command of the conventions of standard English capitalization, punctuation, and
EXPECTATION  EXPECTATION  STRAND / STANDARD  STANDARD / GLE  GRADE LEVEL EXPECTATION	L.6.1(d)  L.6.1(e)  NH.CC.L. 6.  L.6.2(b)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).  Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.  Language Standards  Conventions of Standard English  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION  EXPECTATION  STRAND / STANDARD  STANDARD / GLE  GRADE LEVEL EXPECTATION  EXPECTATION	L.6.1(d)  L.6.1(e)  NH.CC.L. 6.  L.6.2(b)  NH.CC.L.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).  Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.  Language Standards  Conventions of Standard English  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION  EXPECTATION  STRAND / STANDARD  STANDARD / GLE  GRADE LEVEL EXPECTATION  EXPECTATION  STRAND / STANDARD / STANDARD / STANDARD / STANDARD /	L.6.1(d)  L.6.1(e)  NH.CC.L. 6.  L.6.2(b)  NH.CC.L.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).  Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.  Language Standards  Conventions of Standard English  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  Spell correctly.  Language Standards

STRAND /	NH.CC.L.	Language Standards
CT VND VDD	6	

STANDARD / GLE		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	L.6.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	L.6.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

#### STRAND / NH.CC.L. Language Standards **STANDARD**

STANDARD / GLE	Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Interpret figures of speech (e.g., personification) in context. EXPECTATION L.6.5(a)

#### NH.CC.L. Language Standards STRAND / **STANDARD**

STANDARD / GLE		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

#### UNIT 9: FORMAL CRITIQUE Week 24 Page 231-334

### ${\bf New\, Ham\, pshire\, College\, and\, Career\, Ready\, Standards}$ Language Arts Grade 6 - Adopted: 2010

#### STRAND / NH.CC.R Reading Standards for Literature STANDARD L.6.

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

#### STRAND / NH.CC.R Reading Standards for Literature **STANDARD** L.6.

ST ANDARD / GLE		Craft and Structure
GRADE LEVEL EXPECTATION	RL.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

**EXPECTATION** 

STANDARD / GLE		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	RL.6.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STRAND / STANDARD	NH.CC.RI	Reading Standards for Informational Text
STANDARD / GLE		Key Ideas and Details
GRADE LEVEL EXPECTATION	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXPECTATION	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
GRADE LEVEL EXPECTATION	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
STRAND / STANDARD	NH.CC.RI	Reading Standards for Informational Text
STANDARD / GLE		Craft and Structure
GRADE LEVEL EXPECTATION	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
GRADE LEVEL EXPECTATION	RI.6.5.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
STRAND / STANDARD	NH.CC.RI	Reading Standards for Informational Text
STANDARD / GLE		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
STRAND / STANDARD	NH.CC.W	.Writing Standards
STANDARD / GLE		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GRADE LEVEL	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with

others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

STRAND /	NH.CC.W. Writing	Standards
ST VND VDD	6	

GRADE LEVEL

EXPECTATION

L.6.6.

STANDARD	6.	writing Standards
STANDARD / GLE		Range of Writing
GRADE LEVEL EXPECTATION	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / STANDARD	NH.CC.L. 6.	Language Standards
STANDARD / GLE		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
EXPECTATION	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
STRAND / STANDARD	NH.CC.L. 6.	Language Standards
STANDARD / GLE		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.6.2(b)	Spell correctly.
STRAND / STANDARD	NH.CC.L. 6.	Language Standards
STANDARD / GLE		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	L.6.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	L.6.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / STANDARD	NH.CC.L. 6.	Language Standards
STANDARD / GLE		Vocabulary Acquisition and Use

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.