Structure and Style for Students

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

Nevada Academic Content Standards
Language Arts
Grade **6** - Adopted: **2010**

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

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

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

CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STRAND / INDICATOR		**Range of reading and Level of text Complexity**

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

CONTENT STANDARD	College and Career Readiness Anchor Standards for Writing

STRAND / INDICATOR		Text Types and Purposes*

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

CONTENT STANDARD	College and Career Readiness Anchor Standards for Writing

STRAND / INDICATOR		Production and Distribution of Writing

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CONTENT STANDARD	College and Career Readiness Anchor Standards for Writing

STRAND / INDICATOR		Research to Build and Present Knowledge

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

CONTENT STANDARD	College and Career Readiness Anchor Standards for Writing

STRAND / INDICATOR		Range of Writing

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

CONTENT STANDARD	College and Career Readiness Anchor Standards for Speaking and Listening

STRAND / INDICATOR		Comprehension and Collaboration

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

CONTENT STANDARD	College and Career Readiness Anchor Standards for Speaking and Listening

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

CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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

CONTENT STANDARD		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]
STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6- 8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CONTENT STANDARD		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]
STRAND / INDICATOR		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6- 8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CONTENT STANDARD		Reading Standards for Informational Text
STRAND / INDICATOR		**Key Ideas and Details**
INDICATOR / 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.
INDICATOR / 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.
INDICATOR / 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).

CONTENT STANDARD		Reading Standards for Informational Text
STRAND / INDICATOR		**Craft and Structure**
INDICATOR / 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
INDICATOR / 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.

CONTENT STANDARD		Reading Standards for Informational Text
STRAND / INDICATOR		**Integration of Knowledge and Ideas**
INDICATOR / 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.

CONTENT STANDARD		Writing Standards
STRAND / INDICATOR		**Text Types and Purposes**
INDICATOR / 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.**
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

GRADE LEVEL EXPECTATION	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

CONTENT STANDARD		**Writing Standards**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / 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.)
INDICATOR / 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.

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

CONTENT STANDARD		**Writing Standards**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / 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.

CONTENT STANDARD		**Speaking and Listening Standards**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / 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.**
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
GRADE LEVEL 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.

CONTENT STANDARD		**Speaking and Listening Standards**
STRAND / INDICATOR		**Presentation of Knowledge and Ideas**

INDICATOR / 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.
INDICATOR / GRADE LEVEL EXPECTATION	SL.6.6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

CONTENT STANDARD		**Language Standards**

STRAND / INDICATOR		**Conventions of Standard English**
INDICATOR / GRADE LEVEL EXPECTATION	**L.6.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
GRADE LEVEL 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.

CONTENT STANDARD		**Language Standards**

STRAND / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / 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.**
GRADE LEVEL 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.
GRADE LEVEL 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).

CONTENT STANDARD		**Language Standards**

STRAND / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / 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

Nevada Academic Content Standards
Language Arts
Grade **6** - Adopted: **2010**

CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**

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

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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

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

CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Range of reading and Level of text Complexity**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.

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

CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Production and Distribution of Writing**

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

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

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

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

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

CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STRAND / INDICATOR		**Conventions of Standard English**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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

CONTENT STANDARD		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CONTENT STANDARD		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6-8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CONTENT STANDARD		Reading Standards for Informational Text
STRAND / INDICATOR		**Key Ideas and Details**

INDICATOR / 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.
INDICATOR / 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.
INDICATOR / 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).

CONTENT STANDARD		Reading Standards for Informational Text
STRAND / INDICATOR		Craft and Structure
INDICATOR / 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
INDICATOR / 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.

CONTENT STANDARD		Reading Standards for Informational Text
STRAND / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / 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.

CONTENT STANDARD		Writing Standards
STRAND / INDICATOR		Text Types and Purposes
INDICATOR / 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.
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
GRADE LEVEL EXPECTATION	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

CONTENT STANDARD		Writing Standards

STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / 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.)
INDICATOR / 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.
INDICATOR / 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.

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

CONTENT STANDARD		Writing Standards
STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION	W.6.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
GRADE LEVEL 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'').

CONTENT STANDARD		Writing Standards
STRAND / INDICATOR		Range of Writing
INDICATOR / 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.

CONTENT STANDARD		Speaking and Listening Standards
STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / 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.
GRADE LEVEL 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.

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

CONTENT STANDARD		Speaking and Listening Standards
STRAND / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / 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.
INDICATOR / GRADE LEVEL EXPECTATION	SL.6.6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

CONTENT STANDARD		Language Standards
STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
GRADE LEVEL 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.

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

CONTENT STANDARD		Language Standards
STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / 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.
GRADE LEVEL 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.

| GRADE LEVEL 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). |

| CONTENT STANDARD | **Language Standards** |

| STRAND / INDICATOR | | **Vocabulary Acquisition and Use** |

| INDICATOR / 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

Nevada Academic Content Standards
Language Arts
Grade **6** - Adopted: **2010**

| CONTENT STANDARD | **College and Career Readiness Anchor Standards for Reading** |

| STRAND / INDICATOR | | **Key Ideas and Details** |

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

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

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

| CONTENT STANDARD | **College and Career Readiness Anchor Standards for Reading** |

| STRAND / INDICATOR | | **Craft and Structure** |

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

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

| CONTENT STANDARD | **College and Career Readiness Anchor Standards for Reading** |

| STRAND / INDICATOR | | **Integration of Knowledge and Ideas** |

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

CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STRAND / INDICATOR		Range of reading and Level of text Complexity
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.

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

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

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

CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STRAND / INDICATOR		Range of Writing

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

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

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

CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STRAND / INDICATOR		**Conventions of Standard English**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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

CONTENT STANDARD		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]
STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CONTENT STANDARD		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]
STRAND / INDICATOR		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6-8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CONTENT STANDARD		Reading Standards for Informational Text
STRAND / INDICATOR		Key Ideas and Details
INDICATOR / 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.
INDICATOR / 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.
INDICATOR / 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).

CONTENT STANDARD		Reading Standards for Informational Text
STRAND / INDICATOR		Craft and Structure
INDICATOR / 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
INDICATOR / 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.

CONTENT STANDARD		Reading Standards for Informational Text
STRAND / INDICATOR		Integration of Knowledge and Ideas

INDICATOR / 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.

CONTENT STANDARD		**Writing Standards**
STRAND / INDICATOR		**Text Types and Purposes**
INDICATOR / 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.**
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
GRADE LEVEL EXPECTATION	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

CONTENT STANDARD		**Writing Standards**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / 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.)
INDICATOR / 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.
INDICATOR / 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.

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

CONTENT STANDARD		**Writing Standards**
STRAND / INDICATOR		**Research to Build and Present Knowledge**
INDICATOR / GRADE LEVEL EXPECTATION	**W.6.9.**	**Draw evidence from literary or informational texts to support analysis, reflection, and research.**

GRADE LEVEL 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'').

CONTENT STANDARD		**Writing Standards**

STRAND / INDICATOR		**Range of Writing**
INDICATOR / 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.

CONTENT STANDARD		**Speaking and Listening Standards**

STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / 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.**
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
GRADE LEVEL 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.

CONTENT STANDARD		**Speaking and Listening Standards**

STRAND / INDICATOR		**Presentation of Knowledge and Ideas**
INDICATOR / 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.
INDICATOR / GRADE LEVEL EXPECTATION	SL.6.6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

CONTENT STANDARD		**Language Standards**

STRAND / INDICATOR		**Conventions of Standard English**
INDICATOR / GRADE LEVEL EXPECTATION	**L.6.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
GRADE LEVEL EXPECTATION	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

GRADE LEVEL 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.

CONTENT STANDARD	**Language Standards**

STRAND / INDICATOR		**Conventions of Standard English**
INDICATOR / GRADE LEVEL EXPECTATION	**L.6.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

GRADE LEVEL EXPECTATION	L.6.2.b.	Spell correctly.

CONTENT STANDARD	**Language Standards**

STRAND / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / 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.**

GRADE LEVEL 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.
GRADE LEVEL 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).

CONTENT STANDARD	**Language Standards**

STRAND / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / 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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CONTENT STANDARD	**College and Career Readiness Anchor Standards for Reading**

STRAND / INDICATOR		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

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

CONTENT STANDARD	College and Career Readiness Anchor Standards for Reading

STRAND / INDICATOR		Craft and Structure

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

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

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 6.	Assess how point of view or purpose shapes the content and style of a text.

CONTENT STANDARD	College and Career Readiness Anchor Standards for Reading

STRAND / INDICATOR		Integration of Knowledge and Ideas

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

CONTENT STANDARD	College and Career Readiness Anchor Standards for Reading

STRAND / INDICATOR		Range of reading and Level of text Complexity

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

CONTENT STANDARD	College and Career Readiness Anchor Standards for Writing

STRAND / INDICATOR		Text Types and Purposes*

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

CONTENT STANDARD	College and Career Readiness Anchor Standards for Writing

STRAND / INDICATOR		Production and Distribution of Writing

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

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

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

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

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

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STRAND / INDICATOR		**Vocabulary acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6-8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD		**Reading Standards for Literature**
STRAND / INDICATOR		**Key Ideas and Details**
INDICATOR / 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.
INDICATOR / 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.
INDICATOR / 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.
CONTENT STANDARD		**Reading Standards for Literature**

STRAND / INDICATOR		Craft and Structure
INDICATOR / 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.
INDICATOR / 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.
INDICATOR / GRADE LEVEL EXPECTATION	RL.6.6.	Explain how an author develops the point of view of the narrator or speaker in a text.

CONTENT STANDARD		Reading Standards for Literature

STRAND / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / 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.

CONTENT STANDARD		Writing Standards

STRAND / INDICATOR		Text Types and Purposes
INDICATOR / 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.
GRADE LEVEL EXPECTATION	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

CONTENT STANDARD		Writing Standards

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

CONTENT STANDARD		Writing Standards
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / 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.)
INDICATOR / 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.
INDICATOR / 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.

CONTENT STANDARD		Writing Standards
STRAND / INDICATOR		**Research to Build and Present Knowledge**
INDICATOR / 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.

CONTENT STANDARD		Writing Standards
STRAND / INDICATOR		**Range of Writing**
INDICATOR / 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.

CONTENT STANDARD		Speaking and Listening Standards
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / 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.**
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
GRADE LEVEL 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.

CONTENT STANDARD		Speaking and Listening Standards

STRAND / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / 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.
INDICATOR / GRADE LEVEL EXPECTATION	SL.6.6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
CONTENT STANDARD		Language Standards
STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
GRADE LEVEL 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.
CONTENT STANDARD		Language Standards
STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.6.2.b.	Spell correctly.
CONTENT STANDARD		Language Standards
STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / 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.
GRADE LEVEL 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.
GRADE LEVEL 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).
CONTENT STANDARD		Language Standards
STRAND / INDICATOR		Vocabulary Acquisition and Use

INDICATOR / 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.

Nevada Academic Content Standards
Language Arts
Grade **6** - Adopted: **2010**

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

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

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

CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading

STRAND / INDICATOR		Range of reading and Level of text Complexity
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.

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

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

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

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

CONTENT STANDARD		**College and Career Readiness Anchor Standards for Speaking and Listening**
STRAND / INDICATOR		Presentation of Knowledge and Ideas

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

CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STRAND / INDICATOR		**Conventions of Standard English**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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

CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6- 8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6- 8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CONTENT STANDARD		Reading Standards for Literature
STRAND / INDICATOR		**Key Ideas and Details**
INDICATOR / 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.
INDICATOR / 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.
INDICATOR / 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.

CONTENT STANDARD		Reading Standards for Literature
STRAND / INDICATOR		**Craft and Structure**
INDICATOR / 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.
INDICATOR / 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.
INDICATOR / GRADE LEVEL EXPECTATION	RL.6.6.	Explain how an author develops the point of view of the narrator or speaker in a text.

CONTENT STANDARD		Reading Standards for Literature
STRAND / INDICATOR		**Range of Reading and Level of Text Complexity**
INDICATOR / 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.

CONTENT STANDARD		Writing Standards
STRAND / INDICATOR		**Text Types and Purposes**
INDICATOR / 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.**
GRADE LEVEL EXPECTATION	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

CONTENT STANDARD		Writing Standards
STRAND / INDICATOR		**Text Types and Purposes**
INDICATOR / 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.**
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	W.6.3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
GRADE LEVEL EXPECTATION	W.6.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
GRADE LEVEL EXPECTATION	W.6.3.e.	Provide a conclusion that follows from the narrated experiences or events.

CONTENT STANDARD		Writing Standards
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / 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.)
INDICATOR / 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.
INDICATOR / 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.

CONTENT STANDARD		Writing Standards
STRAND / INDICATOR		**Research to Build and Present Knowledge**
INDICATOR / 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.

CONTENT STANDARD		Writing Standards
STRAND / INDICATOR		**Range of Writing**
INDICATOR / 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.

CONTENT STANDARD		Speaking and Listening Standards
STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / 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.
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
GRADE LEVEL 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.

CONTENT STANDARD		Speaking and Listening Standards
STRAND / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / 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.
INDICATOR / GRADE LEVEL EXPECTATION	SL.6.6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

CONTENT STANDARD		Language Standards
STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
GRADE LEVEL 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.

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

CONTENT STANDARD		Language Standards
STRAND / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / 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.**
GRADE LEVEL 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.
GRADE LEVEL 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).

CONTENT STANDARD		Language Standards
STRAND / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / 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

Nevada Academic Content Standards
Language Arts
Grade **6** - Adopted: **2010**

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

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

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 6.	Assess how point of view or purpose shapes the content and style of a text.

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

CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STRAND / INDICATOR		Range of reading and Level of text Complexity
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.

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

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

CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing

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

CONTENT STANDARD — **College and Career Readiness Anchor Standards for Speaking and Listening**

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

CONTENT STANDARD — **College and Career Readiness Anchor Standards for Speaking and Listening**

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

CONTENT STANDARD — **College and Career Readiness Anchor Standards for Language**

STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CONTENT STANDARD — **College and Career Readiness Anchor Standards for Language**

STRAND / INDICATOR		Vocabulary acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

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

CONTENT STANDARD	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**

STRAND / INDICATOR		**Production and Distribution of Writing**

INDICATOR / GRADE LEVEL EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CONTENT STANDARD	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**

STRAND / INDICATOR		**Range of Writing**

INDICATOR / GRADE LEVEL EXPECTATION	WHST.6-8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CONTENT STANDARD	**Reading Standards for Literature**

STRAND / INDICATOR		**Key Ideas and Details**

INDICATOR / 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.
INDICATOR / 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.
INDICATOR / 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.

CONTENT STANDARD	**Reading Standards for Literature**

STRAND / INDICATOR		**Craft and Structure**

INDICATOR / 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.
INDICATOR / 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.
INDICATOR / GRADE LEVEL EXPECTATION	RL.6.6.	Explain how an author develops the point of view of the narrator or speaker in a text.

CONTENT STANDARD		Reading Standards for Literature
STRAND / INDICATOR		**Range of Reading and Level of Text Complexity**
INDICATOR / 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.

CONTENT STANDARD		Writing Standards
STRAND / INDICATOR		**Text Types and Purposes**
INDICATOR / 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.**
GRADE LEVEL EXPECTATION	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

CONTENT STANDARD		Writing Standards
STRAND / INDICATOR		**Text Types and Purposes**
INDICATOR / 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.**
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	W.6.3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
GRADE LEVEL EXPECTATION	W.6.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
GRADE LEVEL EXPECTATION	W.6.3.e.	Provide a conclusion that follows from the narrated experiences or events.

CONTENT STANDARD		Writing Standards
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / 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.)
INDICATOR / 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.

INDICATOR / 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.

CONTENT STANDARD		Writing Standards

STRAND / INDICATOR		Research to Build and Present Knowledge

INDICATOR / 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.

CONTENT STANDARD		Writing Standards

STRAND / INDICATOR		Range of Writing

INDICATOR / 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.

CONTENT STANDARD		Speaking and Listening Standards

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

CONTENT STANDARD		Speaking and Listening Standards

STRAND / INDICATOR		Presentation of Knowledge and Ideas

INDICATOR / 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.

INDICATOR / GRADE LEVEL EXPECTATION	SL.6.6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

CONTENT STANDARD		Language Standards

STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
GRADE LEVEL 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.

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

CONTENT STANDARD		Language Standards
STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / 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.
GRADE LEVEL 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.
GRADE LEVEL 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).

CONTENT STANDARD		Language Standards
STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / 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

Nevada Academic Content Standards
Language Arts
Grade **6** - Adopted: **2010**

CONTENT STANDARD	College and Career Readiness Anchor Standards for Reading
STRAND / INDICATOR	Key Ideas and Details

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

CONTENT STANDARD	**College and Career Readiness Anchor Standards for Reading**

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

CONTENT STANDARD	**College and Career Readiness Anchor Standards for Reading**

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

CONTENT STANDARD	**College and Career Readiness Anchor Standards for Reading**

STRAND / INDICATOR		**Range of reading and Level of text Complexity**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.

CONTENT STANDARD	**College and Career Readiness Anchor Standards for Writing**

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

CONTENT STANDARD	**College and Career Readiness Anchor Standards for Writing**

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

CONTENT STANDARD	College and Career Readiness Anchor Standards for Writing

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

CONTENT STANDARD	College and Career Readiness Anchor Standards for Writing

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

CONTENT STANDARD	College and Career Readiness Anchor Standards for Speaking and Listening

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

CONTENT STANDARD	College and Career Readiness Anchor Standards for Language

STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STRAND / INDICATOR		**Vocabulary acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6-8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD		**Reading Standards for Informational Text**
STRAND / INDICATOR		**Key Ideas and Details**
INDICATOR / 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.
INDICATOR / 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.
INDICATOR / 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).
CONTENT STANDARD		**Reading Standards for Informational Text**

STRAND / INDICATOR		Craft and Structure
INDICATOR / 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
INDICATOR / 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.

CONTENT STANDARD	Reading Standards for Informational Text

STRAND / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / 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.

CONTENT STANDARD	Writing Standards

STRAND / INDICATOR		Text Types and Purposes
INDICATOR / 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.**
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
GRADE LEVEL EXPECTATION	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

CONTENT STANDARD	Writing Standards

STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / 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.)
INDICATOR / 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.
INDICATOR / 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.

CONTENT STANDARD		Writing Standards
STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
INDICATOR / 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.
CONTENT STANDARD		Writing Standards
STRAND / INDICATOR		Range of Writing
INDICATOR / 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.
CONTENT STANDARD		Speaking and Listening Standards
STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / 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.
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
GRADE LEVEL 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.
CONTENT STANDARD		Language Standards
STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
GRADE LEVEL 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.
CONTENT STANDARD		Language Standards

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

GRADE LEVEL EXPECTATION	L.6.2.b.	Spell correctly.

CONTENT STANDARD	Language Standards

STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / 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.

GRADE LEVEL 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.
GRADE LEVEL 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).

CONTENT STANDARD	Language Standards

STRAND / INDICATOR		Vocabulary Acquisition and Use

INDICATOR / 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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Nevada Academic Content Standards
Language Arts
Grade **6** - Adopted: **2010**

CONTENT STANDARD	College and Career Readiness Anchor Standards for Reading

STRAND / INDICATOR		Key Ideas and Details

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

CONTENT STANDARD	College and Career Readiness Anchor Standards for Reading

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

CONTENT STANDARD	College and Career Readiness Anchor Standards for Reading

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

CONTENT STANDARD	College and Career Readiness Anchor Standards for Reading

STRAND / INDICATOR		Range of reading and Level of text Complexity
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.

CONTENT STANDARD	College and Career Readiness Anchor Standards for Writing

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

CONTENT STANDARD	College and Career Readiness Anchor Standards for Writing

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

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

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

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

CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STRAND / INDICATOR		**Conventions of Standard English**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STRAND / INDICATOR		**Vocabulary acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

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

CONTENT STANDARD	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**

STRAND / INDICATOR		**Production and Distribution of Writing**

INDICATOR / GRADE LEVEL EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CONTENT STANDARD	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**

STRAND / INDICATOR		**Range of Writing**

INDICATOR / GRADE LEVEL EXPECTATION	WHST.6-8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CONTENT STANDARD	**Reading Standards for Informational Text**

STRAND / INDICATOR		**Key Ideas and Details**

INDICATOR / 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.
INDICATOR / 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.
INDICATOR / 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).

CONTENT STANDARD	**Reading Standards for Informational Text**

STRAND / INDICATOR		**Craft and Structure**

INDICATOR / 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
INDICATOR / 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.

CONTENT STANDARD	**Reading Standards for Informational Text**

STRAND / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / 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.

CONTENT STANDARD   **Writing Standards**

STRAND / INDICATOR		Text Types and Purposes
INDICATOR / 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.
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
GRADE LEVEL EXPECTATION	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

CONTENT STANDARD   **Writing Standards**

STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / 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.)
INDICATOR / 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.
INDICATOR / 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.

CONTENT STANDARD   **Writing Standards**

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

CONTENT STANDARD		Writing Standards
STRAND / INDICATOR		Range of Writing
INDICATOR / 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.

CONTENT STANDARD		Speaking and Listening Standards
STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / 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.
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
GRADE LEVEL 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.

CONTENT STANDARD		Language Standards
STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
GRADE LEVEL 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.

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

CONTENT STANDARD		Language Standards
STRAND / INDICATOR		Vocabulary Acquisition and Use

INDICATOR / 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.
GRADE LEVEL 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.
GRADE LEVEL 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).
CONTENT STANDARD		Language Standards
STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / 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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Nevada Academic Content Standards
Language Arts
Grade **6** - Adopted: **2010**

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

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

CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading

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

CONTENT STANDARD	College and Career Readiness Anchor Standards for Reading

STRAND / INDICATOR		Range of reading and Level of text Complexity
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.

CONTENT STANDARD	College and Career Readiness Anchor Standards for Writing

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

CONTENT STANDARD	College and Career Readiness Anchor Standards for Writing

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

CONTENT STANDARD	College and Career Readiness Anchor Standards for Writing

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

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

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

CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STRAND / INDICATOR		**Conventions of Standard English**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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

CONTENT STANDARD		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6- 8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CONTENT STANDARD		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]

STRAND / INDICATOR		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6- 8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CONTENT STANDARD		Reading Standards for Informational Text

STRAND / INDICATOR		Key Ideas and Details
INDICATOR / 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.
INDICATOR / 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.
INDICATOR / 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).

CONTENT STANDARD		Reading Standards for Informational Text

STRAND / INDICATOR		Craft and Structure
INDICATOR / 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
INDICATOR / 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.

CONTENT STANDARD		Reading Standards for Informational Text

STRAND / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / 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.

CONTENT STANDARD		Writing Standards

STRAND / INDICATOR		Text Types and Purposes
INDICATOR / 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.**

GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
GRADE LEVEL EXPECTATION	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

CONTENT STANDARD		Writing Standards
STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / 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.)
INDICATOR / 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.
INDICATOR / 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.

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

CONTENT STANDARD		Writing Standards
STRAND / INDICATOR		Range of Writing
INDICATOR / 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.

CONTENT STANDARD		Speaking and Listening Standards
STRAND / INDICATOR		Comprehension and Collaboration

INDICATOR / 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.
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
GRADE LEVEL 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.

CONTENT STANDARD		Language Standards
STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.6.1.c.	Recognize and correct inappropriate shifts in pronoun number and person.
GRADE LEVEL EXPECTATION	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
GRADE LEVEL 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.

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

CONTENT STANDARD		Language Standards
STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / 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.
GRADE LEVEL 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.
GRADE LEVEL 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).

CONTENT STANDARD		Language Standards

STRAND / INDICATOR		Vocabulary Acquisition and Use

INDICATOR / 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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Nevada Academic Content Standards
Language Arts
Grade **6** - Adopted: **2010**

CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading

STRAND / INDICATOR		Key Ideas and Details

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

CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading

STRAND / INDICATOR		Craft and Structure

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

CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading

STRAND / INDICATOR		Integration of Knowledge and Ideas

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

CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading

STRAND / INDICATOR		Range of reading and Level of text Complexity

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

CONTENT STANDARD	College and Career Readiness Anchor Standards for Writing

STRAND / INDICATOR		Text Types and Purposes*

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

CONTENT STANDARD	College and Career Readiness Anchor Standards for Writing

STRAND / INDICATOR		Production and Distribution of Writing

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

CONTENT STANDARD	College and Career Readiness Anchor Standards for Writing

STRAND / INDICATOR		Research to Build and Present Knowledge

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

CONTENT STANDARD	College and Career Readiness Anchor Standards for Writing

STRAND / INDICATOR		Range of Writing

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

CONTENT STANDARD	College and Career Readiness Anchor Standards for Language

STRAND / INDICATOR		Conventions of Standard English

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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

CONTENT STANDARD		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]
STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6- 8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CONTENT STANDARD		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]
STRAND / INDICATOR		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6- 8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CONTENT STANDARD		Reading Standards for Informational Text
STRAND / INDICATOR		Key Ideas and Details
INDICATOR / 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.
INDICATOR / 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.
INDICATOR / 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).

CONTENT STANDARD		Reading Standards for Informational Text
STRAND / INDICATOR		**Craft and Structure**
INDICATOR / 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

CONTENT STANDARD		Reading Standards for Informational Text
STRAND / INDICATOR		**Integration of Knowledge and Ideas**
INDICATOR / 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.

CONTENT STANDARD		Writing Standards
STRAND / INDICATOR		**Text Types and Purposes**
INDICATOR / 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.**
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
GRADE LEVEL EXPECTATION	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

CONTENT STANDARD		Writing Standards
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / 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.)
INDICATOR / 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.
INDICATOR / 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.

CONTENT STANDARD		Writing Standards

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

CONTENT STANDARD		Writing Standards

STRAND / INDICATOR		Range of Writing
INDICATOR / 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.

CONTENT STANDARD		Language Standards

STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
GRADE LEVEL 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.

CONTENT STANDARD		Language Standards

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

CONTENT STANDARD		Language Standards

STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / 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.
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	L.6.4.c.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

GRADE LEVEL 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).

CONTENT STANDARD		**Language Standards**

STRAND / INDICATOR		**Vocabulary Acquisition and Use**

INDICATOR / 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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Nevada Academic Content Standards
Language Arts
Grade **6** - Adopted: **2010**

CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**

STRAND / INDICATOR		**Key Ideas and Details**

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

CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**

STRAND / INDICATOR		**Craft and Structure**

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

CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**

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

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

CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**

STRAND / INDICATOR		Range of reading and Level of text Complexity
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.

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

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

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

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

CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STRAND / INDICATOR		Conventions of Standard English

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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

CONTENT STANDARD		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]
STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CONTENT STANDARD		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]
STRAND / INDICATOR		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6-8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CONTENT STANDARD		Reading Standards for Informational Text
STRAND / INDICATOR		Key Ideas and Details
INDICATOR / 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.
INDICATOR / 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.
INDICATOR / 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).

CONTENT STANDARD		Reading Standards for Informational Text
STRAND / INDICATOR		**Craft and Structure**
INDICATOR / 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

CONTENT STANDARD		Reading Standards for Informational Text
STRAND / INDICATOR		**Integration of Knowledge and Ideas**
INDICATOR / 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.

CONTENT STANDARD		Writing Standards
STRAND / INDICATOR		**Text Types and Purposes**
INDICATOR / 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.**
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
GRADE LEVEL EXPECTATION	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

CONTENT STANDARD		Writing Standards
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / 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.)
INDICATOR / 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.
INDICATOR / 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.

CONTENT STANDARD		Writing Standards

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

CONTENT STANDARD		**Writing Standards**

STRAND / INDICATOR		**Range of Writing**
INDICATOR / 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.

CONTENT STANDARD		**Language Standards**

STRAND / INDICATOR		**Conventions of Standard English**
INDICATOR / GRADE LEVEL EXPECTATION	**L.6.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
GRADE LEVEL EXPECTATION	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
GRADE LEVEL 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.

CONTENT STANDARD		**Language Standards**

STRAND / INDICATOR		**Conventions of Standard English**
INDICATOR / GRADE LEVEL EXPECTATION	**L.6.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
GRADE LEVEL EXPECTATION	L.6.2.b.	Spell correctly.

CONTENT STANDARD		**Language Standards**

STRAND / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / 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.**
GRADE LEVEL 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.
GRADE LEVEL 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).

CONTENT STANDARD		Language Standards
STRAND / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / 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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Nevada Academic Content Standards
Language Arts
Grade **6** - Adopted: **2010**

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

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

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

CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STRAND / INDICATOR		**Range of reading and Level of text Complexity**

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

CONTENT STANDARD	College and Career Readiness Anchor Standards for Writing

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

CONTENT STANDARD	College and Career Readiness Anchor Standards for Writing

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

CONTENT STANDARD	College and Career Readiness Anchor Standards for Writing

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

CONTENT STANDARD	College and Career Readiness Anchor Standards for Language

STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CONTENT STANDARD	College and Career Readiness Anchor Standards for Language

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

CONTENT STANDARD		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]
STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6- 8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CONTENT STANDARD		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]
STRAND / INDICATOR		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6- 8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CONTENT STANDARD		Reading Standards for Literature
STRAND / INDICATOR		Key Ideas and Details
INDICATOR / 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.
INDICATOR / 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.
INDICATOR / 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.

CONTENT STANDARD		Reading Standards for Literature
STRAND / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / 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.

CONTENT STANDARD		Writing Standards
STRAND / INDICATOR		**Text Types and Purposes**
INDICATOR / 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.**
GRADE LEVEL 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.

CONTENT STANDARD		Writing Standards
STRAND / INDICATOR		**Text Types and Purposes**
INDICATOR / 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.**
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	W.6.3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
GRADE LEVEL EXPECTATION	W.6.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

CONTENT STANDARD		Writing Standards
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / 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.)
INDICATOR / 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.
INDICATOR / 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.

CONTENT STANDARD		Writing Standards
STRAND / INDICATOR		**Range of Writing**
INDICATOR / 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.

CONTENT STANDARD		Language Standards

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

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

GRADE LEVEL 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.

CONTENT STANDARD		Language Standards

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

GRADE LEVEL EXPECTATION	L.6.2.b.	Spell correctly.

CONTENT STANDARD		Language Standards

STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / 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.

GRADE LEVEL 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.

GRADE LEVEL 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).

CONTENT STANDARD		Language Standards

STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / 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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Nevada Academic Content Standards
Language Arts
Grade **6** - Adopted: **2010**

CONTENT STANDARD	College and Career Readiness Anchor Standards for Reading

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

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

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

CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STRAND / INDICATOR		Range of reading and Level of text Complexity
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.

CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STRAND / INDICATOR		Text Types and Purposes*

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

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

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

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

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

CONTENT STANDARD		College and Career Readiness Anchor Standards for Language

STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CONTENT STANDARD	College and Career Readiness Anchor Standards for Language

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

CONTENT STANDARD	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]

STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6- 8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CONTENT STANDARD	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]

STRAND / INDICATOR		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6- 8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CONTENT STANDARD	Reading Standards for Informational Text

STRAND / INDICATOR		Key Ideas and Details
INDICATOR / 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.
INDICATOR / 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.

INDICATOR / 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).

CONTENT STANDARD		Reading Standards for Informational Text

STRAND / INDICATOR		Craft and Structure

INDICATOR / 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

INDICATOR / 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.

CONTENT STANDARD		Reading Standards for Informational Text

STRAND / INDICATOR		Integration of Knowledge and Ideas

INDICATOR / 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.

INDICATOR / 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).

CONTENT STANDARD		Writing Standards

STRAND / INDICATOR		Text Types and Purposes
INDICATOR / 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.

GRADE LEVEL 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.

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

GRADE LEVEL EXPECTATION	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

CONTENT STANDARD		Writing Standards

STRAND / INDICATOR		Production and Distribution of Writing

INDICATOR / 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.)
INDICATOR / 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.
INDICATOR / 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.
CONTENT STANDARD		**Writing Standards**
STRAND / INDICATOR		**Research to Build and Present Knowledge**
INDICATOR / GRADE LEVEL EXPECTATION	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
INDICATOR / 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.
CONTENT STANDARD		**Writing Standards**
STRAND / INDICATOR		**Research to Build and Present Knowledge**
INDICATOR / GRADE LEVEL EXPECTATION	**W.6.9.**	**Draw evidence from literary or informational texts to support analysis, reflection, and research.**
GRADE LEVEL 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'').
CONTENT STANDARD		**Writing Standards**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / 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.
CONTENT STANDARD		**Speaking and Listening Standards**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / 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.**
GRADE LEVEL 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.

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

CONTENT STANDARD		Language Standards
STRAND / INDICATOR		**Conventions of Standard English**
INDICATOR / GRADE LEVEL EXPECTATION	**L.6.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
GRADE LEVEL EXPECTATION	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
GRADE LEVEL 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.

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

CONTENT STANDARD		Language Standards
STRAND / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / 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.**
GRADE LEVEL 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.
GRADE LEVEL 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).

CONTENT STANDARD		Language Standards
STRAND / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / 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.

CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading

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

CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading

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

CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading

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

CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading

STRAND / INDICATOR		**Range of reading and Level of text Complexity**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.

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

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

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

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

CONTENT STANDARD		College and Career Readiness Anchor Standards for Speaking and Listening
STRAND / INDICATOR		**Comprehension and Collaboration**

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

CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STRAND / INDICATOR		**Conventions of Standard English**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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

CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6- 8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6- 8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CONTENT STANDARD		**Reading Standards for Informational Text**
STRAND / INDICATOR		**Key Ideas and Details**

INDICATOR / 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.
INDICATOR / 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.
INDICATOR / 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).

CONTENT STANDARD		Reading Standards for Informational Text
STRAND / INDICATOR		Craft and Structure
INDICATOR / 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
INDICATOR / 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.

CONTENT STANDARD		Reading Standards for Informational Text
STRAND / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / 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.
INDICATOR / 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).

CONTENT STANDARD		Writing Standards
STRAND / INDICATOR		Text Types and Purposes
INDICATOR / 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.
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
GRADE LEVEL EXPECTATION	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

CONTENT STANDARD		Writing Standards
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / 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.)
INDICATOR / 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.
INDICATOR / 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.

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

CONTENT STANDARD		Writing Standards
STRAND / INDICATOR		**Research to Build and Present Knowledge**
INDICATOR / GRADE LEVEL EXPECTATION	**W.6.9.**	**Draw evidence from literary or informational texts to support analysis, reflection, and research.**
GRADE LEVEL 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'').

CONTENT STANDARD		Writing Standards
STRAND / INDICATOR		**Range of Writing**
INDICATOR / 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.

CONTENT STANDARD		Speaking and Listening Standards
STRAND / INDICATOR		**Comprehension and Collaboration**

INDICATOR / 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.
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
GRADE LEVEL 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.

CONTENT STANDARD		Language Standards
STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
GRADE LEVEL 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.

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

CONTENT STANDARD		Language Standards
STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / 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.
GRADE LEVEL 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.
GRADE LEVEL 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).

CONTENT STANDARD		Language Standards

STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / 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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Nevada Academic Content Standards
Language Arts
Grade **6** - Adopted: **2010**

CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading

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

CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading

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

CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading

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

CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STRAND / INDICATOR		**Range of reading and Level of text Complexity**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.

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

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

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

CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STRAND / INDICATOR		**Range of Writing**

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

CONTENT STANDARD	**College and Career Readiness Anchor Standards for Speaking and Listening**

STRAND / INDICATOR	**Comprehension and Collaboration**

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

CONTENT STANDARD	**College and Career Readiness Anchor Standards for Language**

STRAND / INDICATOR	**Conventions of Standard English**

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language

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

CONTENT STANDARD	**College and Career Readiness Anchor Standards for Language**

STRAND / INDICATOR	**Vocabulary acquisition and Use**

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

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

CONTENT STANDARD	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**

STRAND / INDICATOR	**Production and Distribution of Writing**

INDICATOR / GRADE LEVEL EXPECTATION	WHST.6- 8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CONTENT STANDARD	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**

STRAND / INDICATOR	**Range of Writing**

INDICATOR / GRADE LEVEL EXPECTATION	WHST.6-8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CONTENT STANDARD	**Reading Standards for Informational Text**

STRAND / INDICATOR		**Key Ideas and Details**
INDICATOR / 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.
INDICATOR / 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.
INDICATOR / 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).

CONTENT STANDARD	**Reading Standards for Informational Text**

STRAND / INDICATOR		**Craft and Structure**
INDICATOR / 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
INDICATOR / 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.

CONTENT STANDARD	**Reading Standards for Informational Text**

STRAND / INDICATOR		**Integration of Knowledge and Ideas**
INDICATOR / 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.
INDICATOR / 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).

CONTENT STANDARD	**Writing Standards**

STRAND / INDICATOR		**Text Types and Purposes**
INDICATOR / 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.**

GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
GRADE LEVEL EXPECTATION	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

CONTENT STANDARD		Writing Standards
STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / 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.)
INDICATOR / 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.
INDICATOR / 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.

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

CONTENT STANDARD		Writing Standards
STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION	W.6.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
GRADE LEVEL 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'').

CONTENT STANDARD		Writing Standards
STRAND / INDICATOR		Range of Writing

| INDICATOR / 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. |

| CONTENT STANDARD | | **Speaking and Listening Standards** |

STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / 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.**
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
GRADE LEVEL 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.

| CONTENT STANDARD | | **Language Standards** |

STRAND / INDICATOR		**Conventions of Standard English**
INDICATOR / GRADE LEVEL EXPECTATION	**L.6.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
GRADE LEVEL EXPECTATION	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
GRADE LEVEL 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.

| CONTENT STANDARD | | **Language Standards** |

STRAND / INDICATOR		**Conventions of Standard English**
INDICATOR / GRADE LEVEL EXPECTATION	**L.6.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
GRADE LEVEL EXPECTATION	L.6.2.b.	Spell correctly.

| CONTENT STANDARD | | **Language Standards** |

| STRAND / INDICATOR | | **Vocabulary Acquisition and Use** |
| **INDICATOR / 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.** |

GRADE LEVEL 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.

GRADE LEVEL 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).

CONTENT STANDARD		**Language Standards**

STRAND / INDICATOR		**Vocabulary Acquisition and Use**

INDICATOR / 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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Nevada Academic Content Standards
Language Arts
Grade **6** - Adopted: **2010**

CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**

STRAND / INDICATOR		**Key Ideas and Details**

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

CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**

STRAND / INDICATOR		**Craft and Structure**

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

CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**

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

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

CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Range of reading and Level of text Complexity**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.

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

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

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

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

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

CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STRAND / INDICATOR		**Conventions of Standard English**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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

CONTENT STANDARD		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6- 8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CONTENT STANDARD		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]

STRAND / INDICATOR		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6- 8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CONTENT STANDARD — **Reading Standards for Informational Text**

STRAND / INDICATOR		Key Ideas and Details
INDICATOR / 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.
INDICATOR / 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.
INDICATOR / 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).

CONTENT STANDARD — **Reading Standards for Informational Text**

STRAND / INDICATOR		Craft and Structure
INDICATOR / 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
INDICATOR / 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.

CONTENT STANDARD — **Reading Standards for Informational Text**

STRAND / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / 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.
INDICATOR / 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).

CONTENT STANDARD — **Writing Standards**

STRAND / INDICATOR		Text Types and Purposes

INDICATOR / 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.
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
GRADE LEVEL EXPECTATION	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

CONTENT STANDARD		Writing Standards
STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / 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.)
INDICATOR / 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.
INDICATOR / 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.

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

CONTENT STANDARD		Writing Standards
STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION	W.6.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
GRADE LEVEL 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'').

CONTENT STANDARD		**Writing Standards**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / 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.

CONTENT STANDARD		**Speaking and Listening Standards**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / 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.**
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
GRADE LEVEL 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.

CONTENT STANDARD		**Language Standards**
STRAND / INDICATOR		**Conventions of Standard English**
INDICATOR / GRADE LEVEL EXPECTATION	**L.6.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
GRADE LEVEL EXPECTATION	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
GRADE LEVEL 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.

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

CONTENT STANDARD		**Language Standards**
STRAND / INDICATOR		**Vocabulary Acquisition and Use**

INDICATOR / 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.
GRADE LEVEL 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.
GRADE LEVEL 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).
CONTENT STANDARD		**Language Standards**
STRAND / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / 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 17 Page 159-164

Nevada Academic Content Standards
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CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Text Types and Purposes***
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Range of Writing**

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

CONTENT STANDARD	**College and Career Readiness Anchor Standards for Speaking and Listening**

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

CONTENT STANDARD	**College and Career Readiness Anchor Standards for Language**

STRAND / INDICATOR		**Conventions of Standard English**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language

CONTENT STANDARD	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**

STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6- 8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CONTENT STANDARD	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**

STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6- 8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CONTENT STANDARD	**Writing Standards**

STRAND / INDICATOR		**Text Types and Purposes**
INDICATOR / 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.**
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

GRADE LEVEL EXPECTATION	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
GRADE LEVEL EXPECTATION	W.6.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.

CONTENT STANDARD		**Writing Standards**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / 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.)
INDICATOR / 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.
INDICATOR / 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.

CONTENT STANDARD		**Writing Standards**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / 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.

CONTENT STANDARD		**Speaking and Listening Standards**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / 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.**
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
GRADE LEVEL 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.

CONTENT STANDARD		**Language Standards**
STRAND / INDICATOR		**Conventions of Standard English**

INDICATOR / GRADE LEVEL EXPECTATION	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
GRADE LEVEL 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.

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

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

CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

CONTENT STANDARD	**College and Career Readiness Anchor Standards for Writing**

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

CONTENT STANDARD	**College and Career Readiness Anchor Standards for Language**

STRAND / INDICATOR		**Conventions of Standard English**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language

CONTENT STANDARD	**College and Career Readiness Anchor Standards for Language**

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

CONTENT STANDARD	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**

STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CONTENT STANDARD	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**

STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6-8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CONTENT STANDARD	**Writing Standards**

STRAND / INDICATOR		Text Types and Purposes
INDICATOR / 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.**
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
GRADE LEVEL EXPECTATION	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
GRADE LEVEL EXPECTATION	W.6.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.

CONTENT STANDARD		Writing Standards
STRAND / INDICATOR		Text Types and Purposes
INDICATOR / 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.**
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	W.6.3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
GRADE LEVEL EXPECTATION	W.6.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
GRADE LEVEL EXPECTATION	W.6.3.e.	Provide a conclusion that follows from the narrated experiences or events.

CONTENT STANDARD		Writing Standards
STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / 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.)
INDICATOR / 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.

INDICATOR / 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.

CONTENT STANDARD		**Writing Standards**

STRAND / INDICATOR		**Range of Writing**

INDICATOR / 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.

CONTENT STANDARD		**Language Standards**

STRAND / INDICATOR		**Conventions of Standard English**
INDICATOR / GRADE LEVEL EXPECTATION	**L.6.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

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

GRADE LEVEL 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.

CONTENT STANDARD		**Language Standards**

STRAND / INDICATOR		**Conventions of Standard English**
INDICATOR / GRADE LEVEL EXPECTATION	**L.6.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

GRADE LEVEL EXPECTATION	L.6.2.b.	Spell correctly.

CONTENT STANDARD		**Language Standards**

STRAND / INDICATOR		**Vocabulary Acquisition and Use**

INDICATOR / 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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CONTENT STANDARD	**College and Career Readiness Anchor Standards for Writing**

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

CONTENT STANDARD	College and Career Readiness Anchor Standards for Writing

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

CONTENT STANDARD	College and Career Readiness Anchor Standards for Writing

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

CONTENT STANDARD	College and Career Readiness Anchor Standards for Language

STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language

CONTENT STANDARD	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]

STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CONTENT STANDARD	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]

STRAND / INDICATOR		Range of Writing

INDICATOR / GRADE LEVEL EXPECTATION	WHST.6-8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CONTENT STANDARD		Writing Standards

STRAND / INDICATOR		Text Types and Purposes
INDICATOR / 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.
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
GRADE LEVEL EXPECTATION	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
GRADE LEVEL EXPECTATION	W.6.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.

CONTENT STANDARD		Writing Standards

STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / 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.)
INDICATOR / 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.
INDICATOR / 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.

CONTENT STANDARD		Writing Standards

STRAND / INDICATOR		Range of Writing
INDICATOR / 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.

CONTENT STANDARD		Language Standards

STRAND / INDICATOR		Conventions of Standard English

INDICATOR / GRADE LEVEL EXPECTATION	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
GRADE LEVEL 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.

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

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

CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STRAND / INDICATOR		Craft and Structure

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

CONTENT STANDARD	College and Career Readiness Anchor Standards for Reading

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

CONTENT STANDARD	College and Career Readiness Anchor Standards for Reading

STRAND / INDICATOR		Range of reading and Level of text Complexity
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.

CONTENT STANDARD	College and Career Readiness Anchor Standards for Writing

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

CONTENT STANDARD	College and Career Readiness Anchor Standards for Writing

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

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

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

CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STRAND / INDICATOR		**Conventions of Standard English**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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

CONTENT STANDARD		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]

STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CONTENT STANDARD	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]

STRAND / INDICATOR		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6-8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CONTENT STANDARD	Reading Standards for Informational Text

STRAND / INDICATOR		Key Ideas and Details
INDICATOR / 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.
INDICATOR / 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.
INDICATOR / 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).

CONTENT STANDARD	Reading Standards for Informational Text

STRAND / INDICATOR		Craft and Structure
INDICATOR / 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
INDICATOR / 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.

CONTENT STANDARD	Reading Standards for Informational Text

STRAND / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / 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.

INDICATOR / 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).

CONTENT STANDARD		Writing Standards

STRAND / INDICATOR		Text Types and Purposes
INDICATOR / 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.
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
GRADE LEVEL EXPECTATION	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
GRADE LEVEL EXPECTATION	W.6.2.e.	Establish and maintain a formal style.
GRADE LEVEL EXPECTATION	W.6.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.

CONTENT STANDARD		Writing Standards

STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / 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.)
INDICATOR / 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.
INDICATOR / 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.

CONTENT STANDARD		Writing Standards

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

| INDICATOR / 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. |

CONTENT STANDARD		**Writing Standards**
STRAND / INDICATOR		**Research to Build and Present Knowledge**
INDICATOR / GRADE LEVEL EXPECTATION	**W.6.9.**	**Draw evidence from literary or informational texts to support analysis, reflection, and research.**
GRADE LEVEL 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'').

CONTENT STANDARD		**Writing Standards**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / 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.

CONTENT STANDARD		**Language Standards**
STRAND / INDICATOR		**Conventions of Standard English**
INDICATOR / GRADE LEVEL EXPECTATION	**L.6.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
GRADE LEVEL EXPECTATION	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
GRADE LEVEL 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.

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

CONTENT STANDARD		**Language Standards**
STRAND / INDICATOR		**Vocabulary Acquisition and Use**

INDICATOR / 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.
GRADE LEVEL 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.
GRADE LEVEL 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).
CONTENT STANDARD		**Language Standards**
STRAND / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / 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 21 Page 193-202

Nevada Academic Content Standards
Language Arts
Grade **6** - Adopted: **2010**

CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Craft and Structure**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**

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

CONTENT STANDARD	College and Career Readiness Anchor Standards for Reading

STRAND / INDICATOR		Range of reading and Level of text Complexity
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.

CONTENT STANDARD	College and Career Readiness Anchor Standards for Writing

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

CONTENT STANDARD	College and Career Readiness Anchor Standards for Writing

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

CONTENT STANDARD	College and Career Readiness Anchor Standards for Writing

STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

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

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

CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STRAND / INDICATOR		**Conventions of Standard English**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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

CONTENT STANDARD		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]
STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CONTENT STANDARD		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]
STRAND / INDICATOR		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6-8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CONTENT STANDARD		Reading Standards for Informational Text
STRAND / INDICATOR		Key Ideas and Details
INDICATOR / 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.
INDICATOR / 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.
INDICATOR / 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).

CONTENT STANDARD		Reading Standards for Informational Text
STRAND / INDICATOR		Craft and Structure
INDICATOR / 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
INDICATOR / 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.

CONTENT STANDARD		Reading Standards for Informational Text
STRAND / INDICATOR		Integration of Knowledge and Ideas

INDICATOR / 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.
INDICATOR / 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).

CONTENT STANDARD		Writing Standards
STRAND / INDICATOR		Text Types and Purposes
INDICATOR / 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.
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
GRADE LEVEL EXPECTATION	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
GRADE LEVEL EXPECTATION	W.6.2.e.	Establish and maintain a formal style.
GRADE LEVEL EXPECTATION	W.6.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.

CONTENT STANDARD		Writing Standards
STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / 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.)
INDICATOR / 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.
INDICATOR / 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.

CONTENT STANDARD		Writing Standards
STRAND / INDICATOR		Research to Build and Present Knowledge

INDICATOR / GRADE LEVEL EXPECTATION	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
INDICATOR / 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.

CONTENT STANDARD		**Writing Standards**

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

GRADE LEVEL 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'').

CONTENT STANDARD		**Writing Standards**

STRAND / INDICATOR		**Range of Writing**
INDICATOR / 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.

CONTENT STANDARD		**Speaking and Listening Standards**

STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / 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.**
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
GRADE LEVEL 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.

CONTENT STANDARD		**Language Standards**

STRAND / INDICATOR		**Conventions of Standard English**
INDICATOR / GRADE LEVEL EXPECTATION	**L.6.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

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

GRADE LEVEL 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.

CONTENT STANDARD	**Language Standards**

STRAND / INDICATOR		**Conventions of Standard English**
INDICATOR / GRADE LEVEL EXPECTATION	**L.6.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

GRADE LEVEL EXPECTATION	L.6.2.b.	Spell correctly.

CONTENT STANDARD	**Language Standards**

STRAND / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / 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.**

GRADE LEVEL 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.

GRADE LEVEL 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).

CONTENT STANDARD	**Language Standards**

STRAND / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / 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 22 Page 203-219

Nevada Academic Content Standards
Language Arts
Grade **6** - Adopted: **2010**

CONTENT STANDARD	**College and Career Readiness Anchor Standards for Reading**

STRAND / INDICATOR		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

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

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

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

CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Range of reading and Level of text Complexity**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.

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

CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**

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

CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing

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

CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing

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

CONTENT STANDARD		College and Career Readiness Anchor Standards for Speaking and Listening

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

CONTENT STANDARD		College and Career Readiness Anchor Standards for Language

STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STRAND / INDICATOR		**Vocabulary acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6-8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD		**Reading Standards for Literature**
STRAND / INDICATOR		**Key Ideas and Details**
INDICATOR / 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.
INDICATOR / 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.
INDICATOR / 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.
CONTENT STANDARD		**Reading Standards for Literature**
STRAND / INDICATOR		**Craft and Structure**

INDICATOR / 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.
INDICATOR / 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.
INDICATOR / GRADE LEVEL EXPECTATION	RL.6.6.	Explain how an author develops the point of view of the narrator or speaker in a text.

CONTENT STANDARD		Reading Standards for Literature
STRAND / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / 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.

CONTENT STANDARD		Reading Standards for Informational Text
STRAND / INDICATOR		Key Ideas and Details
INDICATOR / 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.
INDICATOR / 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.
INDICATOR / 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).

CONTENT STANDARD		Reading Standards for Informational Text
STRAND / INDICATOR		Craft and Structure
INDICATOR / 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

CONTENT STANDARD		Reading Standards for Informational Text
STRAND / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / 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.

CONTENT STANDARD		Writing Standards
STRAND / INDICATOR		**Text Types and Purposes**
INDICATOR / 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.**
GRADE LEVEL EXPECTATION	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

CONTENT STANDARD		Writing Standards
STRAND / INDICATOR		**Text Types and Purposes**
INDICATOR / 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.**
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	W.6.3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
GRADE LEVEL EXPECTATION	W.6.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
GRADE LEVEL EXPECTATION	W.6.3.e.	Provide a conclusion that follows from the narrated experiences or events.

CONTENT STANDARD		Writing Standards
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / 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.)
INDICATOR / 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.
INDICATOR / 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.

CONTENT STANDARD		Writing Standards
STRAND / INDICATOR		**Research to Build and Present Knowledge**

INDICATOR / 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.

CONTENT STANDARD		**Writing Standards**

STRAND / INDICATOR		**Range of Writing**

INDICATOR / 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.

CONTENT STANDARD		**Speaking and Listening Standards**

STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / 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.**

GRADE LEVEL 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.

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

GRADE LEVEL 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.

CONTENT STANDARD		**Language Standards**

STRAND / INDICATOR		**Conventions of Standard English**
INDICATOR / GRADE LEVEL EXPECTATION	**L.6.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

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

GRADE LEVEL 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.

CONTENT STANDARD		**Language Standards**

STRAND / INDICATOR		**Conventions of Standard English**
INDICATOR / GRADE LEVEL EXPECTATION	**L.6.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

GRADE LEVEL EXPECTATION	L.6.2.b.	Spell correctly.

CONTENT STANDARD		Language Standards
STRAND / INDICATOR		Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE LEVEL EXPECTATION	L.6.3.b.	Maintain consistency in style and tone.

CONTENT STANDARD		Language Standards
STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / 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.
GRADE LEVEL 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.
GRADE LEVEL 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).

CONTENT STANDARD		Language Standards
STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION	L.6.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
GRADE LEVEL EXPECTATION	L.6.5.a.	Interpret figures of speech (e.g., personification) in context.

CONTENT STANDARD		Language Standards
STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / 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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Nevada Academic Content Standards
Language Arts
Grade **6** - Adopted: **2010**

CONTENT STANDARD	College and Career Readiness Anchor Standards for Reading
STRAND / INDICATOR	Key Ideas and Details

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

CONTENT STANDARD	College and Career Readiness Anchor Standards for Reading

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

CONTENT STANDARD	College and Career Readiness Anchor Standards for Reading

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

CONTENT STANDARD	College and Career Readiness Anchor Standards for Reading

STRAND / INDICATOR		Range of reading and Level of text Complexity
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.

CONTENT STANDARD	College and Career Readiness Anchor Standards for Writing

STRAND / INDICATOR		Text Types and Purposes*
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

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

CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**

STRAND / INDICATOR		**Production and Distribution of Writing**

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

CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**

STRAND / INDICATOR		**Research to Build and Present Knowledge**

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**

STRAND / INDICATOR		**Range of Writing**

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

CONTENT STANDARD		**College and Career Readiness Anchor Standards for Speaking and Listening**

STRAND / INDICATOR		**Comprehension and Collaboration**

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

CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**

STRAND / INDICATOR		**Conventions of Standard English**

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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

CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6-8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CONTENT STANDARD		**Reading Standards for Literature**
STRAND / INDICATOR		**Key Ideas and Details**
INDICATOR / 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.
INDICATOR / 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.
INDICATOR / 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.

CONTENT STANDARD		Reading Standards for Literature
STRAND / INDICATOR		Craft and Structure
INDICATOR / 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.
INDICATOR / 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.
INDICATOR / GRADE LEVEL EXPECTATION	RL.6.6.	Explain how an author develops the point of view of the narrator or speaker in a text.

CONTENT STANDARD		Reading Standards for Literature
STRAND / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / 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.

CONTENT STANDARD		Reading Standards for Informational Text
STRAND / INDICATOR		Key Ideas and Details
INDICATOR / 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.
INDICATOR / 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.
INDICATOR / 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).

CONTENT STANDARD		Reading Standards for Informational Text
STRAND / INDICATOR		Craft and Structure
INDICATOR / 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

CONTENT STANDARD		Reading Standards for Informational Text

STRAND / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / 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.

CONTENT STANDARD **Writing Standards**

STRAND / INDICATOR		Text Types and Purposes
INDICATOR / 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.**
GRADE LEVEL EXPECTATION	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

CONTENT STANDARD **Writing Standards**

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

CONTENT STANDARD **Writing Standards**

STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / 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.)
INDICATOR / 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.
INDICATOR / 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.

CONTENT STANDARD		Writing Standards
STRAND / INDICATOR		**Research to Build and Present Knowledge**
INDICATOR / 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.

CONTENT STANDARD		Writing Standards
STRAND / INDICATOR		**Range of Writing**
INDICATOR / 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.

CONTENT STANDARD		Speaking and Listening Standards
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / 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.**
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
GRADE LEVEL 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.

CONTENT STANDARD		Language Standards
STRAND / INDICATOR		**Conventions of Standard English**
INDICATOR / GRADE LEVEL EXPECTATION	**L.6.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
GRADE LEVEL EXPECTATION	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
GRADE LEVEL 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.

CONTENT STANDARD		Language Standards
STRAND / INDICATOR		**Conventions of Standard English**

INDICATOR / GRADE LEVEL EXPECTATION	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

GRADE LEVEL EXPECTATION	L.6.2.b.	Spell correctly.

CONTENT STANDARD		Language Standards

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

GRADE LEVEL EXPECTATION	L.6.3.b.	Maintain consistency in style and tone.

CONTENT STANDARD		Language Standards

STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / 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.

GRADE LEVEL 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.

GRADE LEVEL 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).

CONTENT STANDARD		Language Standards

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

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

CONTENT STANDARD		Language Standards

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

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

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

CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Range of reading and Level of text Complexity**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.

CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Production and Distribution of Writing**

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

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

CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STRAND / INDICATOR		**Conventions of Standard English**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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

CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6- 8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD		**Reading Standards for Literature**

STRAND / INDICATOR		Key Ideas and Details
INDICATOR / 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.
INDICATOR / 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.

CONTENT STANDARD	Reading Standards for Literature

STRAND / INDICATOR		Craft and Structure
INDICATOR / 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.

CONTENT STANDARD	Reading Standards for Literature

STRAND / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / 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.

CONTENT STANDARD	Reading Standards for Informational Text

STRAND / INDICATOR		Key Ideas and Details
INDICATOR / 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.
INDICATOR / 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.
INDICATOR / 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).

CONTENT STANDARD	Reading Standards for Informational Text

STRAND / INDICATOR		Craft and Structure
INDICATOR / 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

INDICATOR / 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.

CONTENT STANDARD		**Reading Standards for Informational Text**

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

INDICATOR / 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.

CONTENT STANDARD		**Writing Standards**

STRAND / INDICATOR		**Production and Distribution of Writing**

INDICATOR / 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.

INDICATOR / 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.

CONTENT STANDARD		**Writing Standards**

STRAND / INDICATOR		**Range of Writing**

INDICATOR / 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.

CONTENT STANDARD		**Language Standards**

STRAND / INDICATOR		**Conventions of Standard English**
INDICATOR / GRADE LEVEL EXPECTATION	**L.6.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

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

GRADE LEVEL 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.

CONTENT STANDARD		**Language Standards**

STRAND / INDICATOR		**Conventions of Standard English**

INDICATOR / GRADE LEVEL EXPECTATION	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.6.2.b.	Spell correctly.

CONTENT STANDARD		Language Standards
STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / 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.
GRADE LEVEL 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.
GRADE LEVEL 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).

CONTENT STANDARD		Language Standards
STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / 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.