Main Criteria: Structure and Style for Students
Secondary Criteria: Rhode Island World-Class Standards

Subject: Language Arts
Grade: 6

Structure and Style for Students

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

Rho de Island World-Class Standards Language Arts

Grade 6 - Adopted: 2021

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DOMAIN		Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
DOMAIN		Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	4	Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
SPECIFIC INDICATOR	5	Describe how a text presents information (e.g., sequentially, comparatively, causally), including how written texts incorporate features such as headings.
DOMAIN		Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
OF ENDURING		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H] Range of Reading and Level of Text Complexity
OF ENDURING KNOWLEDGE	10	
OF ENDURING KNOWLEDGE GSE STEM SPECIFIC	10	Range of Reading and Level of Text Complexity Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate
OF ENDURING KNOWLEDGE GSE STEM SPECIFIC INDICATOR	10	Range of Reading and Level of Text Complexity Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.
OF ENDURING KNOWLEDGE GSE STEM SPECIFIC INDICATOR DOMAIN STATEMENT OF ENDURING	10	Range of Reading and Level of Text Complexity Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course. Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical
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DOMAIN		Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	4	Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
SPECIFIC INDICATOR	5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
DOMAIN		Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.
DOMAIN		Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA] Text Types and Purposes
STATEMENT OF ENDURING	2	
STATEMENT OF ENDURING KNOWLEDGE	2 2.a.	Text Types and Purposes Write informative/explanatory texts, including the narration of historical events, scientific
STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC		Text Types and Purposes Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings),
STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC INDICATOR SPECIFIC	2.a.	Text Types and Purposes Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and
STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC INDICATOR SPECIFIC INDICATOR SPECIFIC SPECIFIC	2.a. 2.b. 2.d.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC INDICATOR SPECIFIC INDICATOR SPECIFIC INDICATOR	2.a. 2.b. 2.d.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. Use precise language and domain-specific vocabulary to inform about or explain the topic.

Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

on how well purpose and audience have been addressed.

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing

GSE STEM

DOMAIN

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STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
GSE STEM	9	Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
DOMAIN		Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.
DOMAIN		Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led)
	_	with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.
SPECIFIC INDICATOR	1.a.	with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and
SPECIFIC		with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grades 6–8
SPECIFIC INDICATOR SPECIFIC	1.a.	with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and
SPECIFIC INDICATOR SPECIFIC INDICATOR SPECIFIC	1.a. 1.b.	with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with
SPECIFIC INDICATOR SPECIFIC INDICATOR SPECIFIC INDICATOR SPECIFIC SPECIFIC	1.a. 1.b.	with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of
SPECIFIC INDICATOR SPECIFIC INDICATOR SPECIFIC INDICATOR SPECIFIC INDICATOR	1.a. 1.b.	with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
SPECIFIC INDICATOR SPECIFIC INDICATOR SPECIFIC INDICATOR SPECIFIC INDICATOR DOMAIN STATEMENT OF ENDURING	1.a. 1.b.	with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]

DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
GSE STEM	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.
GSE STEM	5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Range of Reading and Level of Text Complexity
GSE STEM	10	Independently and proficiently read and comprehend complex literary and informational texts.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

College and Career Readiness Anchor Standards for Writing

Research to Build and Present Knowledge

DOMAIN

STATEMENT OF ENDURING KNOWLEDGE

And accuracy of each source, and integrate the information while avoiding plagiantsm. SEE STEM 9 Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.			
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STATEMENT OF ENDURING KNOWLEDGE Range of Writing Wite 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. College and Career Readiness Anchor Standards for Speaking and Listening STATEMENT OF ENDURING KNOWLEDGE The prepare for and participate effectively in a range of conversations and collaborations with diverse parmers, building on others: ideas and expressing their own clearly and persuasively. GSE STEM 2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. College and Career Readiness Anchor Standards for Speaking and Listening STATEMENT OF ENDURING Present information, findings, and supporting evidence such that: SPECIFIC The organization, development, vocabulary, and style are appropriate to task, purpose, and audience. NINDICATOR The organization, development, vocabulary, and style are appropriate to task, purpose, and audience. COLLEGE and Career Readiness Anchor Standards for Speaking and Listening STATEMENT OF ENDURING Presentation of Knowledge and Ideas COLLEGE and Career Readiness Anchor Standards for Speaking and Listening STATEMENT OF ENDURING Presentation of Knowledge and Ideas COLLEGE and Career Readiness Anchor Standards for Speaking and Listening STATEMENT OF ENDURING College and Career Readiness Anchor Standards for Language STATEMENT OF ENDURING Convention of Standard English grammar and usage when writing or speaking. College and Career Readiness Anchor Standard English grammar and usage when writing or speaking.	GSE STEM	9	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
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STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.
GSE STEM	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.
DOMAIN		Grade 6 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 6 Reading Standards for Informational Text [RI]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 6 Writing Standard 8 for more on quoting and paraphrasing.)
SPECIFIC INDICATOR	2	Determine a text's central idea(s) and how particular details help convey the idea(s); provide a summary of a text distinct from personal opinions or judgments.
SPECIFIC INDICATOR	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).
DOMAIN		Grade 6 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 6 Reading Standards for Informational Text [RI]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; explain how word choice affects meaning and tone. (See grade 6 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
SPECIFIC INDICATOR	5	Analyze how a particular sentence, paragraph, chapter, section, or text feature (e.g., heading) fits into the overall structure of a text and contributes to the development of the ideas.
DOMAIN		Grade 6 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 6 Reading Standards for Informational Text [RI]
GSE STEM		Range of Reading and Level of Text Complexity

SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 6.
DOMAIN		Grade 6 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
SPECIFIC INDICATOR	2.a.	Introduce a topic; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
SPECIFIC INDICATOR	2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
DOMAIN		Grade 6 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	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.)
DOMAIN		Grade 6 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
SPECIFIC INDICATOR	5.b.	Demonstrate the ability to select accurate vocabulary (as described in Language Standards 4–6 up to and including grade 6).
DOMAIN		Grade 6 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	7	Conduct short as well as more sustained research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
GSE STEM	8	When conducting research, 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.

DOMAIN		Grade 6 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.
DOMAIN		Grade 6 Speaking and Listening Standards [SL]
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	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.
SPECIFIC INDICATOR	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. (See grade 6 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
SPECIFIC INDICATOR	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.
DOMAIN		Grade 6 Speaking and Listening Standards [SL]
STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
GSE STEM	4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate vocabulary, eye contact, volume, and pronunciation. (See grade 6 Language Standards 4–6 for specific expectations regarding vocabulary.)
DOMAIN		Grade 6 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
SPECIFIC INDICATOR	3.a.	Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.
DOMAIN		Grade 6 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.
SPECIFIC INDICATOR	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.

SPECIFIC INDICATOR	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).
DOMAIN		Grade 6 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 6 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 6 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)
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		Rho de Island World-Class Standards
		Language Arts
		Grade 6 - Adopted: 2021
DOMAIN		Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
DOMAIN		Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	4	Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
SPECIFIC INDICATOR	5	Describe how a text presents information (e.g., sequentially, comparatively, causally), including how written texts incorporate features such as headings.
OOMAIN		Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.
DOMAIN		Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards
		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical

GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.)
SPECIFIC INDICATOR	2	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
DOMAIN		Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	4	Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
SPECIFIC INDICATOR	5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
DOMAIN		Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.
DOMAIN		Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments focused on discipline-specific content.
SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
DOMAIN		Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
SPECIFIC INDICATOR	2.a.	Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
SPECIFIC INDICATOR	2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
DOMAIN		Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
GSE STEM	6	Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
DOMAIN		Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
GSE STEM	9	Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
DOMAIN		Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.
DOMAIN		Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.

SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
SPECIFIC INDICATOR	1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
SPECIFIC INDICATOR	1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
DOMAIN		Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	2	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
DOMAIN		Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]
STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
GSE STEM	4	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate vocabulary, eye contact, volume, and pronunciation.
GSE STEM	6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
GSE STEM	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.
GSE STEM	5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.

DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Integration of Knowledge and Ideas
GSE STEM	7	Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Range of Reading and Level of Text Complexity
GSE STEM	10	Independently and proficiently read and comprehend complex literary and informational texts.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GSE STEM	6	Use technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
GSE STEM	9	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.

DOMAIN		College and Career Readiness Anchor Standards for Speaking and Listening
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	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.
GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN		College and Career Readiness Anchor Standards for Speaking and Listening
STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
GSE STEM	4	Present information, findings, and supporting evidence such that:
SPECIFIC INDICATOR		The organization, development, vocabulary, and style are appropriate to task, purpose, and audience.
DOMAIN		College and Career Readiness Anchor Standards for Speaking and Listening
STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
GSE STEM	6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Convention of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.

GSE STEM	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.
DOMAIN		Grade 6 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 6 Reading Standards for Informational Text [RI]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 6 Writing Standard 8 for more on quoting and paraphrasing.)
SPECIFIC INDICATOR	2	Determine a text's central idea(s) and how particular details help convey the idea(s); provide a summary of a text distinct from personal opinions or judgments.
SPECIFIC INDICATOR	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).
DOMAIN		Grade 6 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 6 Reading Standards for Informational Text [RI]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; explain how word choice affects meaning and tone. (See grade 6 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
SPECIFIC INDICATOR	5	Analyze how a particular sentence, paragraph, chapter, section, or text feature (e.g., heading) fits into the overall structure of a text and contributes to the development of the ideas.
DOMAIN		Grade 6 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 6 Reading Standards for Informational Text [RI]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 6.
DOMAIN		Grade 6 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.
SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
DOMAIN		Grade 6 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
SPECIFIC INDICATOR	2.a.	Introduce a topic; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
SPECIFIC INDICATOR	2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
DOMAIN		Grade 6 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	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.)
DOMAIN		Grade 6 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Grade 6 Writing Standards [W] Production and Distribution of Writing
STATEMENT OF ENDURING	5	
STATEMENT OF ENDURING KNOWLEDGE	5 5.a.	Production and Distribution of Writing Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new
STATEMENT OF ENDURING KNOWLEDGE GSE STEM		Production and Distribution of Writing Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and
STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC INDICATOR SPECIFIC	5.a. 5.b.	Production and Distribution of Writing Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 6). Demonstrate the ability to select accurate vocabulary (as described in Language Standards 4–6 up to and including
STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC INDICATOR SPECIFIC INDICATOR	5.a. 5.b.	Production and Distribution of Writing Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 6). Demonstrate the ability to select accurate vocabulary (as described in Language Standards 4–6 up to and including grade 6).
STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC INDICATOR SPECIFIC INDICATOR DOMAIN STATEMENT OF ENDURING	5.a. 5.b.	Production and Distribution of Writing Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 6). Demonstrate the ability to select accurate vocabulary (as described in Language Standards 4–6 up to and including grade 6). Grade 6 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC INDICATOR SPECIFIC INDICATOR DOMAIN STATEMENT OF ENDURING KNOWLEDGE	5.a. 5.b.	Production and Distribution of Writing Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 6). Demonstrate the ability to select accurate vocabulary (as described in Language Standards 4–6 up to and including grade 6). Grade 6 Writing Standards [W] Production and Distribution of Writing Use technology, including current web-based communication platforms, 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

GSE STEM	7	Conduct short as well as more sustained research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
GSE STEM	8	When conducting research, 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.
GSE STEM	9	Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 6 standards for Reading Literature or Reading Informational Text as needed.
DOMAIN		Grade 6 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.
DOMAIN		Grade 6 Speaking and Listening Standards [SL]
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	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.
SPECIFIC INDICATOR	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. (See grade 6 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
SPECIFIC INDICATOR	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.
DOMAIN		Grade 6 Speaking and Listening Standards [SL]
STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
GSE STEM	4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate vocabulary, eye contact, volume, and pronunciation. (See grade 6 Language Standards 4–6 for specific expectations regarding vocabulary.)
DOMAIN		Grade 6 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 6 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)

SPECIFIC INDICATOR		Sentence Structure, Variety, and Meaning
INDICATOR	1.c.	Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
DOMAIN		Grade 6 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SPECIFIC INDICATOR	2.b.	Spell correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut).
DOMAIN		Grade 6 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
SPECIFIC INDICATOR	3.a.	Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.
DOMAIN		Grade 6 Language Standards [L]
STATEMENT		Vocabulary Acquisition and Use
OF ENDURING KNOWLEDGE		
	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.
KNOWLEDGE	4 4.a.	
GSE STEM SPECIFIC		Greading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a
SPECIFIC SPECIFIC SPECIFIC	4.a. 4.d.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in
SPECIFIC INDICATOR SPECIFIC INDICATOR	4.a. 4.d.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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Rhode Island World-Class Standards
Language Arts
Grade 6 - Adopted: 2021

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
DOMAIN		Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	4	Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
SPECIFIC INDICATOR	5	Describe how a text presents information (e.g., sequentially, comparatively, causally), including how written texts incorporate features such as headings.
DOMAIN		Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.
DOMAIN		Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.)
SPECIFIC INDICATOR	2	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
DOMAIN		Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	4	Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
SPECIFIC INDICATOR	5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.

DOMAIN		Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.
DOMAIN		Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments focused on discipline-specific content.
SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
DOMAIN		Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
SPECIFIC INDICATOR	2.a.	Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
SPECIFIC INDICATOR	2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
DOMAIN		Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

Use technology, including current web-based communication platforms, to produce and publish writing and present

the relationships between information and ideas clearly and efficiently.

GSE STEM

6

DOMAIN Grades 6-8 Writing Standards for Literacy in the Content Areas [WCA]

DOWAIN		Grades 6-6 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
GSE STEM	9	Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
DOMAIN		Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.
DOMAIN		Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.
SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
SPECIFIC INDICATOR	1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
SPECIFIC INDICATOR	1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
DOMAIN		Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	2	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]

DOMAIN

ent claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound reasoning, and well-chosen details; use appropriate vocabulary, eye contact, volume, and pronunciation.
ot speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or opriate.
ge and Career Readiness Anchor Standards for Reading
Ideas and Details
I closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual ence when writing or speaking to support conclusions drawn from a text.
rmine central ideas or themes of a text and analyze their development; summarize the key supporting details deas.
ge and Career Readiness Anchor Standards for Reading
t and Structure
oret words and phrases as they are used in a text, including determining technical, connotative, and figurative nings, and analyze how specific word choices shape meaning or tone.
vze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to other and the whole.
ge and Career Readiness Anchor Standards for Reading
gration of Knowledge and Ideas
rate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well words.
ge and Career Readiness Anchor Standards for Reading
ge of Reading and Level of Text Complexity
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Types and Purposes

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OF ENDURING KNOWLEDGE GSE STEM 4 Present information, findings, and supporting evidence such that: SPECIFIC The organization, development, vocabulary, and style are appropriate to task, purpose, and audience.	DOMAIN		College and Career Readiness Anchor Standards for Speaking and Listening
SPECIFIC The organization, development, vocabulary, and style are appropriate to task, purpose, and audience.	OF ENDURING		Presentation of Knowledge and Ideas
	GSE STEM	4	Present information, findings, and supporting evidence such that:
	SPECIFIC INDICATOR		The organization, development, vocabulary, and style are appropriate to task, purpose, and audience.

DOMAIN		College and Career Readiness Anchor Standards for Speaking and Listening
STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
GSE STEM	6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Convention of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.
GSE STEM	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.
DOMAIN		Grade 6 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 6 Reading Standards for Informational Text [RI]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 6 Writing Standard 8 for more on quoting and paraphrasing.)
SPECIFIC INDICATOR	2	Determine a text's central idea(s) and how particular details help convey the idea(s); provide a summary of a text distinct from personal opinions or judgments.
SPECIFIC INDICATOR	3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
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DOMAIN

Grade 6 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grade 6 Reading Standards for Informational Text [RI]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; explain how word choice affects meaning and tone. (See grade 6 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
SPECIFIC INDICATOR	5	Analyze how a particular sentence, paragraph, chapter, section, or text feature (e.g., heading) fits into the overall structure of a text and contributes to the development of the ideas.
DOMAIN		Grade 6 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 6 Reading Standards for Informational Text [RI]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 6.
DOMAIN		Grade 6 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.
SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
DOMAIN		Grade 6 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
SPECIFIC INDICATOR	2.a.	Introduce a topic; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
SPECIFIC INDICATOR	2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
DOMAIN		Grade 6 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	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.)
DOMAIN		Grade 6 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 6).
SPECIFIC INDICATOR	5.b.	Demonstrate the ability to select accurate vocabulary (as described in Language Standards 4–6 up to and including grade 6).
DOMAIN		Grade 6 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	6	Use technology, including current web-based communication platforms, 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.
DOMAIN		Grade 6 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	7	Conduct short as well as more sustained research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
GSE STEM	8	When conducting research, 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.
GSE STEM	9	Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 6 standards for Reading Literature or Reading Informational Text as needed.
DOMAIN		Grade 6 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.
DOMAIN		Grade 6 Speaking and Listening Standards [SL]

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	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.
SPECIFIC INDICATOR	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. (See grade 6 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
SPECIFIC INDICATOR	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.
DOMAIN		Grade 6 Speaking and Listening Standards [SL]
STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
GSE STEM	4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate vocabulary, eye contact, volume, and pronunciation. (See grade 6 Language Standards 4–6 for specific expectations regarding vocabulary.)
DOMAIN		Grade 6 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 6 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
SPECIFIC INDICATOR		Sentence Structure, Variety, and Meaning
INDICATOR	1.b.	Explain the function of phrases and clauses in general, how phrases and clauses differ, and how their use conveys a particular meaning in a specific written or spoken sentence.
INDICATOR	1.c.	Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
DOMAIN		Grade 6 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SPECIFIC INDICATOR	2.b.	Spell correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut).
DOMAIN		Grade 6 Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
SPECIFIC INDICATOR	3.a.	Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.
DOMAIN		Grade 6 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.
SPECIFIC INDICATOR	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.
SPECIFIC INDICATOR	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).
DOMAIN		Grade 6 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 6 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 6 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)
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Rhode Island World-Class Standards Language Arts

		Grade 6 - Adopted: 2021
DOMAIN		Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.)
DOMAIN		Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Key Ideas and Details
SPECIFIC	1	Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as

appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.)

INDICATOR

DOMAIN	Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
SPECIFIC INDICATOR	2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
DOMAIN		Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
GSE STEM	6	Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
DOMAIN		Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
DOMAIN		Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.
DOMAIN		Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.
SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)

Reading Standard 1 for more on the use of textual evidence.)

SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
SPECIFIC INDICATOR	1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
SPECIFIC INDICATOR	1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
DOMAIN		Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	2	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
DOMAIN		Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]
STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
GSE STEM	4	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate vocabulary, eye contact, volume, and pronunciation.
GSE STEM	6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GSE STEM	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Integration of Knowledge and Ideas

GSE STEM	7	Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Range of Reading and Level of Text Complexity
GSE STEM	10	Independently and proficiently read and comprehend complex literary and informational texts.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	3	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GSE STEM	6	Use technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	9	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Speaking and Listening
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	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.

GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN		College and Career Readiness Anchor Standards for Speaking and Listening
STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
GSE STEM	4	Present information, findings, and supporting evidence such that:
SPECIFIC INDICATOR		The organization, development, vocabulary, and style are appropriate to task, purpose, and audience.
DOMAIN		College and Career Readiness Anchor Standards for Speaking and Listening
STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
GSE STEM	6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Convention of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.
GSE STEM	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.
DOMAIN		Grade 6 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 6 Reading Standards for Literature [RL]

GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 6 Writing Standard 8 for more on quoting and paraphrasing.)
SPECIFIC INDICATOR	2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of a text distinct from personal opinions or judgments.
SPECIFIC INDICATOR	3	Describe how the plot of a particular story, poem, or drama unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
DOMAIN		Grade 6 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 6 Reading Standards for Literature [RL]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices, including those that create repeated sounds and rhythms in poetry, on meaning, tone (i.e., author's attitude toward subject or audience), or mood (i.e., emotional atmosphere). (See grade 6 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
SPECIFIC INDICATOR	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.
SPECIFIC INDICATOR	6	Explain how an author develops the point of view of the narrator or speaker in a text.
DOMAIN		Grade 6 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 6 Reading Standards for Literature [RL]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 6.
DOMAIN		Grade 6 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 6 Reading Standards for Informational Text [RI]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 6 Writing Standard 8 for more on quoting and paraphrasing.)
DOMAIN		Grade 6 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

SPECIFIC INDICATOR	2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
DOMAIN		Grade 6 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	3	Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.
SPECIFIC INDICATOR	3.a.	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an appropriate narrative sequence.
SPECIFIC INDICATOR	3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
SPECIFIC INDICATOR	3.d.	Use precise words and phrases, relevant descriptive details, figurative and sensory language, and techniques such as personification (e.g., "the fog crept in") to convey experiences or events.
SPECIFIC INDICATOR	3.e.	Provide a conclusion that follows from the narrated experiences or events.
DOMAIN		Grade 6 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	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.)
DOMAIN		Grade 6 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 6).
SPECIFIC INDICATOR	5.b.	Demonstrate the ability to select accurate vocabulary (as described in Language Standards 4–6 up to and including grade 6).
DOMAIN		Grade 6 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	6	Use technology, including current web-based communication platforms, 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.
DOMAIN		Grade 6 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	9	Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 6 standards for Reading Literature or Reading Informational Text as needed.
DOMAIN		Grade 6 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.
DOMAIN		Grade 6 Speaking and Listening Standards [SL]
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	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.
SPECIFIC INDICATOR	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. (See grade 6 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
SPECIFIC INDICATOR	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.
DOMAIN		Grade 6 Speaking and Listening Standards [SL]
STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
GSE STEM	4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate vocabulary, eye contact, volume, and pronunciation. (See grade 6 Language Standards 4–6 for specific expectations regarding vocabulary.)
DOMAIN		Grade 6 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 6 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
SPECIFIC INDICATOR		Sentence Structure, Variety, and Meaning
INDICATOR	1.b.	Explain the function of phrases and clauses in general, how phrases and clauses differ, and how their use conveys a particular meaning in a specific written or spoken sentence.

INDICATOR	1.c.	Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
DOMAIN		Grade 6 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SPECIFIC INDICATOR	2.b.	Spell correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut).
DOMAIN		Grade 6 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
SPECIFIC INDICATOR	3.a.	Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.
SPECIFIC INDICATOR	3.b.	Recognize variations from standard or formal English in writing and speaking, determine their appropriateness for the intended purpose and audience, and make changes as necessary.
DOMAIN		Grade 6 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.
SPECIFIC INDICATOR	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.
SPECIFIC INDICATOR	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).
DOMAIN		Grade 6 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 6 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 6 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

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DOMAIN		Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.)
DOMAIN		Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.)
DOMAIN		Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
SPECIFIC INDICATOR	2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
DOMAIN		Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task,
		purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
GSE STEM GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing
	6	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. Use technology, including current web-based communication platforms, to produce and publish writing and present
GSE STEM	6	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
GSE STEM DOMAIN STATEMENT OF ENDURING	6	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.
DOMAIN		Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.
SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
SPECIFIC INDICATOR	1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
SPECIFIC INDICATOR	1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
DOMAIN		Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]
DOMAIN STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA] Comprehension and Collaboration
STATEMENT OF ENDURING	2	
STATEMENT OF ENDURING KNOWLEDGE	2	Comprehension and Collaboration Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and
STATEMENT OF ENDURING KNOWLEDGE	2	Comprehension and Collaboration Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
STATEMENT OF ENDURING KNOWLEDGE GSE STEM DOMAIN STATEMENT OF ENDURING	2	Comprehension and Collaboration Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]
STATEMENT OF ENDURING KNOWLEDGE GSE STEM DOMAIN STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA] Presentation of Knowledge and Ideas Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound
STATEMENT OF ENDURING KNOWLEDGE GSE STEM DOMAIN STATEMENT OF ENDURING KNOWLEDGE GSE STEM	4	Comprehension and Collaboration Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. Grades 6-8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA] Presentation of Knowledge and Ideas Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate vocabulary, eye contact, volume, and pronunciation. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or
STATEMENT OF ENDURING KNOWLEDGE GSE STEM DOMAIN STATEMENT OF ENDURING KNOWLEDGE GSE STEM GSE STEM	4	Comprehension and Collaboration Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA] Presentation of Knowledge and Ideas Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate vocabulary, eye contact, volume, and pronunciation. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GSE STEM	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Integration of Knowledge and Ideas
GSE STEM	7	Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Range of Reading and Level of Text Complexity
GSE STEM	10	Independently and proficiently read and comprehend complex literary and informational texts.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	3	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GSE STEM	6	Use technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge

GSE STEM	9	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Speaking and Listening
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	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.
GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN		College and Career Readiness Anchor Standards for Speaking and Listening
STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
GSE STEM	4	Present information, findings, and supporting evidence such that:
SPECIFIC INDICATOR		The organization, development, vocabulary, and style are appropriate to task, purpose, and audience.
DOMAIN		College and Career Readiness Anchor Standards for Speaking and Listening
STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
GSE STEM	6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Convention of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language

GSE STEM	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.			
DOMAIN		College and Career Readiness Anchor Standards for Language			
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use			
GSE STEM	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.			
GSE STEM	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.			
DOMAIN		Grade 6 Reading Standards			
STATEMENT OF ENDURING KNOWLEDGE		Grade 6 Reading Standards for Literature [RL]			
GSE STEM		Key Ideas and Details			
SPECIFIC INDICATOR	1	Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text quoting or paraphrasing as appropriate. (See grade 6 Writing Standard 8 for more on quoting and paraphrasing			
SPECIFIC INDICATOR	2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of a text distinct from personal opinions or judgments.			
SPECIFIC INDICATOR	3	Describe how the plot of a particular story, poem, or drama unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.			
DOMAIN		Grade 6 Reading Standards			
STATEMENT OF ENDURING KNOWLEDGE		Grade 6 Reading Standards for Literature [RL]			
GSE STEM		Craft and Structure			
SPECIFIC INDICATOR	4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices, including those that create repeated sounds and rhythm poetry, on meaning, tone (i.e., author's attitude toward subject or audience), or mood (i.e., emotional atmosphere (See grade 6 Language Standards 4–6 on applying knowledge of vocabulary to reading.)			
		poetry, on meaning, tone (i.e., author's attitude toward subject or audience), or mood (i.e., emotional atmosphere). (See grade 6 Language Standards 4–6 on applying knowledge of vocabulary to reading.)			
	5	(See grade 6 Language Standards 4–6 on applying knowledge of vocabulary to reading.)			
SPECIFIC INDICATOR SPECIFIC INDICATOR	5	(See grade 6 Language Standards 4–6 on applying knowledge of vocabulary to reading.) Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes			
SPECIFIC INDICATOR		(See grade 6 Language Standards 4–6 on applying knowledge of vocabulary to reading.) Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes the development of the theme, setting, or plot.			
INDICATOR		(See grade 6 Language Standards 4–6 on applying knowledge of vocabulary to reading.) Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes the development of the theme, setting, or plot. Explain how an author develops the point of view of the narrator or speaker in a text.			

SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 6.
DOMAIN		Grade 6 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 6 Reading Standards for Informational Text [RI]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 6 Writing Standard 8 for more on quoting and paraphrasing.)
DOMAIN		Grade 6 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
SPECIFIC INDICATOR	2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
DOMAIN		Grade 6 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	3	Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.
SPECIFIC INDICATOR	3.a.	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an appropriate narrative sequence.
SPECIFIC INDICATOR	3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
SPECIFIC INDICATOR	3.d.	Use precise words and phrases, relevant descriptive details, figurative and sensory language, and techniques such as personification (e.g., "the fog crept in") to convey experiences or events.
SPECIFIC INDICATOR	3.e.	Provide a conclusion that follows from the narrated experiences or events.
DOMAIN		Grade 6 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	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.)
DOMAIN		Grade 6 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing	
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	
SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 6).	
SPECIFIC INDICATOR	5.b.	Demonstrate the ability to select accurate vocabulary (as described in Language Standards 4–6 up to and including grade 6).	
DOMAIN		Grade 6 Writing Standards [W]	
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing	
GSE STEM	6	Use technology, including current web-based communication platforms, 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.	
DOMAIN		Grade 6 Writing Standards [W]	
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge	
GSE STEM	9	Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 6 standards for Reading Literature or Reading Informational Text as needed.	
DOMAIN		Grade 6 Writing Standards [W]	
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing	
GSE STEM	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.	
DOMAIN		Grade 6 Speaking and Listening Standards [SL]	
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration	
GSE STEM	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.	
SPECIFIC INDICATOR	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. (See grade 6 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)	
SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.	
SPECIFIC INDICATOR	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.	

DOMAIN		Grade 6 Speaking and Listening Standards [SL]
STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
GSE STEM	4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate vocabulary, eye contact, volume, and pronunciation. (See grade 6 Language Standards 4–6 for specific expectations regarding vocabulary.)
DOMAIN		Grade 6 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 6 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
SPECIFIC INDICATOR		Sentence Structure, Variety, and Meaning
INDICATOR	1.b.	Explain the function of phrases and clauses in general, how phrases and clauses differ, and how their use conveys a particular meaning in a specific written or spoken sentence.
INDICATOR	1.c.	Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
DOMAIN		Grade 6 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SPECIFIC INDICATOR	2.b.	Spell correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut).
DOMAIN		Grade 6 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
SPECIFIC INDICATOR	3.a.	Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.
SPECIFIC INDICATOR	3.b.	Recognize variations from standard or formal English in writing and speaking, determine their appropriateness for the intended purpose and audience, and make changes as necessary.
DOMAIN		Grade 6 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.

SPECIFIC INDICATOR	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.	
SPECIFIC INDICATOR	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).	
DOMAIN		Grade 6 Language Standards [L]	
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use	
GSE STEM	6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 6 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 6 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)	
		UNIT 3: RETELLING NARRATIVE STORIES Week 6 Page 53-60	
		Rhode Island World-Class Standards	
		Language Arts	
		Grade 6 - Adopted: 2021	
DOMAIN		Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards	
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]	
GSE STEM		Key Ideas and Details	
SPECIFIC INDICATOR	1	Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.)	
DOMAIN		Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards	
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]	
GSE STEM		Key Ideas and Details	
SPECIFIC INDICATOR	1	Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.)	
DOMAIN		Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]	
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes	
GSE STEM	2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.	
SPECIFIC INDICATOR	2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.	
DOMAIN		Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]	
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing	

GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
GSE STEM	6	Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
DOMAIN		Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
DOMAIN		Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.
DOMAIN		Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.
SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
SPECIFIC INDICATOR	1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
	1.c. 1.d.	·
INDICATOR SPECIFIC		relevant evidence, observations, and ideas. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of
SPECIFIC INDICATOR		Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

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Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]

STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
GSE STEM	4	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate vocabulary, eye contact, volume, and pronunciation.
GSE STEM	6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GSE STEM	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Integration of Knowledge and Ideas
GSE STEM	7	Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Range of Reading and Level of Text Complexity
GSE STEM	10	Independently and proficiently read and comprehend complex literary and informational texts.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes

GSE STEM	3	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GSE STEM	6	Use technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	9	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Speaking and Listening
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	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.
GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN		College and Career Readiness Anchor Standards for Speaking and Listening
STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
GSE STEM	4	Present information, findings, and supporting evidence such that:
SPECIFIC INDICATOR		The organization, development, vocabulary, and style are appropriate to task, purpose, and audience.

College and Career Readiness Anchor Standards for Speaking and Listening

DOMAIN

STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
GSE STEM	6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Convention of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.
GSE STEM	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.
DOMAIN		Grade 6 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 6 Reading Standards for Literature [RL]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 6 Writing Standard 8 for more on quoting and paraphrasing.)
SPECIFIC INDICATOR	2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of a text distinct from personal opinions or judgments.
SPECIFIC INDICATOR	3	Describe how the plot of a particular story, poem, or drama unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

STATEMENT OF ENDURING KNOWLEDGE		Grade 6 Reading Standards for Literature [RL]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices, including those that create repeated sounds and rhythms in poetry, on meaning, tone (i.e., author's attitude toward subject or audience), or mood (i.e., emotional atmosphere). (See grade 6 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
SPECIFIC INDICATOR	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.
SPECIFIC INDICATOR	6	Explain how an author develops the point of view of the narrator or speaker in a text.
DOMAIN		Grade 6 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 6 Reading Standards for Literature [RL]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 6.
DOMAIN		Grade 6 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 6 Reading Standards for Informational Text [RI]
		Key Ideas and Details
GSE STEM		
SPECIFIC INDICATOR	1	Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 6 Writing Standard 8 for more on quoting and paraphrasing.)
SPECIFIC	1	
SPECIFIC INDICATOR	1	quoting or paraphrasing as appropriate. (See grade 6 Writing Standard 8 for more on quoting and paraphrasing.)
SPECIFIC INDICATOR DOMAIN STATEMENT OF ENDURING	2	quoting or paraphrasing as appropriate. (See grade 6 Writing Standard 8 for more on quoting and paraphrasing.) Grade 6 Writing Standards [W]
SPECIFIC INDICATOR DOMAIN STATEMENT OF ENDURING KNOWLEDGE		quoting or paraphrasing as appropriate. (See grade 6 Writing Standard 8 for more on quoting and paraphrasing.) Grade 6 Writing Standards [W] Text Types and Purposes Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and
SPECIFIC INDICATOR DOMAIN STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC	2	quoting or paraphrasing as appropriate. (See grade 6 Writing Standard 8 for more on quoting and paraphrasing.) Grade 6 Writing Standards [W] Text Types and Purposes Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
SPECIFIC INDICATOR DOMAIN STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC INDICATOR	2	quoting or paraphrasing as appropriate. (See grade 6 Writing Standard 8 for more on quoting and paraphrasing.) Grade 6 Writing Standards [W] Text Types and Purposes Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
SPECIFIC INDICATOR DOMAIN STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC INDICATOR DOMAIN STATEMENT OF ENDURING	2	quoting or paraphrasing as appropriate. (See grade 6 Writing Standard 8 for more on quoting and paraphrasing.) Grade 6 Writing Standards [W] Text Types and Purposes Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Grade 6 Writing Standards [W]

SPECIFIC INDICATOR	3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
SPECIFIC INDICATOR	3.d.	Use precise words and phrases, relevant descriptive details, figurative and sensory language, and techniques suc as personification (e.g., "the fog crept in") to convey experiences or events.
SPECIFIC INDICATOR	3.e.	Provide a conclusion that follows from the narrated experiences or events.
DOMAIN		Grade 6 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	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.)
DOMAIN		Grade 6 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 6).
SPECIFIC INDICATOR	5.b.	Demonstrate the ability to select accurate vocabulary (as described in Language Standards 4–6 up to and including grade 6).
DOMAIN		Grade 6 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	6	Use technology, including current web-based communication platforms, 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.
DOMAIN		Grade 6 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	9	Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 6 standards for Reading Literature or Reading Informational Text as needed.
DOMAIN		Grade 6 Writing Standards [W]
CTATEMENT		Range of Writing
STATEMENT OF ENDURING KNOWLEDGE		

DOMAIN		Grade 6 Speaking and Listening Standards [SL]
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	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.
SPECIFIC INDICATOR	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. (See grade 6 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
SPECIFIC INDICATOR	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.
DOMAIN		Grade 6 Speaking and Listening Standards [SL]
STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
GSE STEM	4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate vocabulary, eye contact, volume, and pronunciation. (See grade 6 Language Standards 4–6 for specific expectations regarding vocabulary.)
DOMAIN		Grade 6 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 6 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
SPECIFIC INDICATOR		Sentence Structure, Variety, and Meaning
INDICATOR	1.b.	Explain the function of phrases and clauses in general, how phrases and clauses differ, and how their use conveys a particular meaning in a specific written or spoken sentence.
INDICATOR	1.c.	Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
DOMAIN		Grade 6 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Spell correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut).

SPECIFIC

INDICATOR

2.b.

DOMAIN		Grade 6 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
SPECIFIC INDICATOR	3.a.	Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.
SPECIFIC INDICATOR	3.b.	Recognize variations from standard or formal English in writing and speaking, determine their appropriateness for the intended purpose and audience, and make changes as necessary.
DOMAIN		Grade 6 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.
SPECIFIC INDICATOR	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.
SPECIFIC INDICATOR	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).
DOMAIN		Grade 6 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 6 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 6 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)
		UNIT 4: SUMMARIZING A REFERENCE Week 7 Page 61-74
		Rho de Island World-Class Standards Language Arts Grade 6 - Adopted: 2021

DOMAIN		Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.)
SPECIFIC INDICATOR	2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

DOMAIN		Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	4	Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
SPECIFIC INDICATOR	5	Describe how a text presents information (e.g., sequentially, comparatively, causally), including how written texts incorporate features such as headings.
DOMAIN		Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.
DOMAIN		Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.)
SPECIFIC INDICATOR	2	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
DOMAIN		Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	4	Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
SPECIFIC INDICATOR	5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
DOMAIN		Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Range of Reading and Level of Text Complexity

SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.
DOMAIN		Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments focused on discipline-specific content.
SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
DOMAIN		Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
SPECIFIC INDICATOR	2.a.	Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
SPECIFIC INDICATOR	2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
DOMAIN		Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
GSE STEM	6	Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
DOMAIN		Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge

GSE STEM	7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
GSE STEM	9	Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
DOMAIN		Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.
DOMAIN		Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.
SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
SPECIFIC INDICATOR	1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
SPECIFIC INDICATOR	1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
DOMAIN		Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	2	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details

GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
GSE STEM	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.
GSE STEM	5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Integration of Knowledge and Ideas
GSE STEM	7	Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as we as in words.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Range of Reading and Level of Text Complexity
GSE STEM	10	Independently and proficiently read and comprehend complex literary and informational texts.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GSE STEM	6	Use technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		College and Career Readiness Anchor Standards for Writing

OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
GSE STEM	9	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Speaking and Listening
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	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.
GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
OF ENDURING	3	Knowledge of Language 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.
OF ENDURING KNOWLEDGE	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices
OF ENDURING KNOWLEDGE GSE STEM	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.
OF ENDURING KNOWLEDGE GSE STEM DOMAIN STATEMENT OF ENDURING	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. College and Career Readiness Anchor Standards for Language
OF ENDURING KNOWLEDGE GSE STEM DOMAIN STATEMENT OF ENDURING KNOWLEDGE		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. College and Career Readiness Anchor Standards for Language Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues,
OF ENDURING KNOWLEDGE GSE STEM DOMAIN STATEMENT OF ENDURING KNOWLEDGE GSE STEM	4	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. College and Career Readiness Anchor Standards for Language Vocabulary Acquisition and Use 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. 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
GSE STEM DOMAIN STATEMENT OF ENDURING KNOWLEDGE GSE STEM GSE STEM	4	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. College and Career Readiness Anchor Standards for Language Vocabulary Acquisition and Use 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. 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.

SPECIFIC INDICATOR	1	Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 6 Writing Standard 8 for more on quoting and paraphrasing.)
SPECIFIC INDICATOR	2	Determine a text's central idea(s) and how particular details help convey the idea(s); provide a summary of a text distinct from personal opinions or judgments.
SPECIFIC INDICATOR	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).
DOMAIN		Grade 6 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 6 Reading Standards for Informational Text [RI]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; explain how word choice affects meaning and tone. (See grade 6 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
SPECIFIC INDICATOR	5	Analyze how a particular sentence, paragraph, chapter, section, or text feature (e.g., heading) fits into the overall structure of a text and contributes to the development of the ideas.
DOMAIN		Grade 6 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 6 Reading Standards for Informational Text [RI]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 6.
DOMAIN		Grade 6 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.
SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
DOMAIN		Grade 6 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
SPECIFIC INDICATOR	2.a.	Introduce a topic; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

SPECIFIC INDICATOR	2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
DOMAIN		Grade 6 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	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.)
DOMAIN		Grade 6 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 6).
SPECIFIC INDICATOR	5.b.	Demonstrate the ability to select accurate vocabulary (as described in Language Standards 4–6 up to and including grade 6).
DOMAIN		Grade 6 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	6	Use technology, including current web-based communication platforms, 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 thre pages in a single sitting.
DOMAIN		Grade 6 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	7	Conduct short as well as more sustained research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources; assess the credibility each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing
		basic bibliographic information for sources.

DOMAIN		Grade 6 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.
DOMAIN		Grade 6 Speaking and Listening Standards [SL]
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	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.
SPECIFIC INDICATOR	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. (See grade 6 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
SPECIFIC INDICATOR	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.
DOMAIN		Grade 6 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 6 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
SPECIFIC INDICATOR		Sentence Structure, Variety, and Meaning
INDICATOR	1.b.	Explain the function of phrases and clauses in general, how phrases and clauses differ, and how their use conveys a particular meaning in a specific written or spoken sentence.
INDICATOR	1.c.	Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
DOMAIN		Grade 6 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English

 $\label{lem:command} \textbf{Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.}$

Spell correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut).

GSE STEM

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INDICATOR

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DOMAIN		Grade 6 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
SPECIFIC INDICATOR	3.a.	Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.
DOMAIN		Grade 6 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.
SPECIFIC INDICATOR	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.
SPECIFIC INDICATOR	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).
DOMAIN		Grade 6 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 6 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 6 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)
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		Rhode Island World-Class Standards Language Arts Grade 6 - Adopted: 2021
DOMAIN		Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.)
SPECIFIC INDICATOR	2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
DOMAIN		Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

Grades 6-8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]

STATEMENT OF ENDURING KNOWLEDGE

GSE STEM		Craft and Structure
SPECIFIC INDICATOR	4	Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
SPECIFIC INDICATOR	5	Describe how a text presents information (e.g., sequentially, comparatively, causally), including how written texts incorporate features such as headings.
DOMAIN		Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.
DOMAIN		Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.)
SPECIFIC INDICATOR	2	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
DOMAIN		Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	4	Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
SPECIFIC INDICATOR	5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
DOMAIN		Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.
DOMAIN		Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments focused on discipline-specific content.
SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
DOMAIN		Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
SPECIFIC INDICATOR	2.a.	Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
SPECIFIC INDICATOR	2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
DOMAIN		Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
OF ENDURING	4	Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
OF ENDURING KNOWLEDGE	5	Produce clear and coherent writing in which the development, organization, and style are appropriate to task,
OF ENDURING KNOWLEDGE GSE STEM		Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing
OF ENDURING KNOWLEDGE GSE STEM GSE STEM	5	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. Use technology, including current web-based communication platforms, to produce and publish writing and present
GSE STEM GSE STEM	5	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
GSE STEM GSE STEM GSE STEM DOMAIN STATEMENT OF ENDURING	5	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

GSE STEM	9	Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–Reading Standard 1 for more on the use of textual evidence.)
DOMAIN		Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN		Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.
SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grades 6 Reading Standard 1 for more on the use of textual evidence.)
SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, a define individual roles as needed.
SPECIFIC INDICATOR	1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
SPECIFIC INDICATOR	1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light the evidence presented.
DOMAIN		Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	2	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) are evaluate the motives (e.g., social, commercial, political) behind its presentation.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details
GSE STEM		and ideas.

STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
GSE STEM	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.
GSE STEM	5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Integration of Knowledge and Ideas
GSE STEM	7	Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Range of Reading and Level of Text Complexity
GSE STEM	10	Independently and proficiently read and comprehend complex literary and informational texts.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GSE STEM	6	Use technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
GSE STEM	9	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.

DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Speaking and Listening
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	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.
GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
OF ENDURING	4	Vocabulary Acquisition and Use 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.
OF ENDURING KNOWLEDGE	6	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues,
OF ENDURING KNOWLEDGE		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. 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
OF ENDURING KNOWLEDGE GSE STEM GSE STEM		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. 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.
OF ENDURING KNOWLEDGE GSE STEM GSE STEM DOMAIN STATEMENT OF ENDURING		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. 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. Grade 6 Reading Standards
OF ENDURING KNOWLEDGE GSE STEM GSE STEM DOMAIN STATEMENT OF ENDURING KNOWLEDGE		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. 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. Grade 6 Reading Standards Grade 6 Reading Standards for Informational Text [RI]
OF ENDURING KNOWLEDGE GSE STEM GSE STEM DOMAIN STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC	6	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. 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. Grade 6 Reading Standards Grade 6 Reading Standards Crade 6 Reading Standards for Informational Text [RI] Key Ideas and Details Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text,

DOMAIN		Grade 6 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 6 Reading Standards for Informational Text [RI]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; explain how word choice affects meaning and tone. (See grade 6 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
SPECIFIC INDICATOR	5	Analyze how a particular sentence, paragraph, chapter, section, or text feature (e.g., heading) fits into the overall structure of a text and contributes to the development of the ideas.
DOMAIN		Grade 6 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 6 Reading Standards for Informational Text [RI]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 6.
DOMAIN		Grade 6 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear
JUL 31 LIVI	-	reasons and relevant evidence.
SPECIFIC INDICATOR	1.d.	
SPECIFIC		reasons and relevant evidence.
SPECIFIC INDICATOR		Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
SPECIFIC INDICATOR DOMAIN STATEMENT OF ENDURING		Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). Grade 6 Writing Standards [W]
SPECIFIC INDICATOR DOMAIN STATEMENT OF ENDURING KNOWLEDGE	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). Grade 6 Writing Standards [W] Text Types and Purposes Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and
SPECIFIC INDICATOR DOMAIN STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). Grade 6 Writing Standards [W] Text Types and Purposes Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Introduce a topic; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g.,
SPECIFIC INDICATOR DOMAIN STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC INDICATOR SPECIFIC	1.d. 2 2.a.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). Grade 6 Writing Standards [W] Text Types and Purposes Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Introduce a topic; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

DOMAIN		Grade 6 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	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.)
DOMAIN		Grade 6 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 6).
SPECIFIC INDICATOR	5.b.	Demonstrate the ability to select accurate vocabulary (as described in Language Standards 4–6 up to and including grade 6).
DOMAIN		Grade 6 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	6	Use technology, including current web-based communication platforms, 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.
DOMAIN		Grade 6 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	7	Conduct short as well as more sustained research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
GSE STEM	8	When conducting research, 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.
GSE STEM	9	Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 6 standards for Reading Literature or Reading Informational Text as needed.
DOMAIN		Grade 6 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.
DOMAIN		Grade 6 Speaking and Listening Standards [SL]

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	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.
SPECIFIC INDICATOR	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. (See grade 6 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
SPECIFIC INDICATOR	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.
DOMAIN		Grade 6 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 6 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
SPECIFIC INDICATOR		Sentence Structure, Variety, and Meaning
INDICATOR	1.b.	Explain the function of phrases and clauses in general, how phrases and clauses differ, and how their use conveys a particular meaning in a specific written or spoken sentence.
INDICATOR	1.c.	Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
DOMAIN		Grade 6 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SPECIFIC INDICATOR	2.b.	Spell correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut).
DOMAIN		Grade 6 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
SPECIFIC INDICATOR	3.a.	Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.
DOMAIN		Grade 6 Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.
SPECIFIC INDICATOR	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.
SPECIFIC INDICATOR	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).
DOMAIN		Grade 6 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 6 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 6 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

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Rho de Island World-Class Standards Language Arts

		Language Arts Grade 6 - Adopted: 2021
DOMAIN		Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.)
SPECIFIC INDICATOR	2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
DOMAIN		Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	4	Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
SPECIFIC	5	Describe how a text presents information (e.g., sequentially, comparatively, causally), including how written texts incorporate features such as headings.

Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

DOMAIN

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.
DOMAIN		Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.)
SPECIFIC INDICATOR	2	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
DOMAIN		Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	4	Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
SPECIFIC INDICATOR	5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
DOMAIN		Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.
DOMAIN		Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments focused on discipline-specific content.
SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
DOMAIN		Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
SPECIFIC INDICATOR	2.a.	Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
SPECIFIC INDICATOR	2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
DOMAIN		Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
GSE STEM	6	Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
DOMAIN		Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
GSE STEM	9	Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
DOMAIN		Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing

GSE STEM	10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN		Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.
SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparati by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grades (Reading Standard 1 for more on the use of textual evidence.)
SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, define individual roles as needed.
SPECIFIC INDICATOR	1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
SPECIFIC INDICATOR	1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light the evidence presented.
DOMAIN		Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	2	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) at evaluate the motives (e.g., social, commercial, political) behind its presentation.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
GSE STEM	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.

DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Integration of Knowledge and Ideas
GSE STEM	7	Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Range of Reading and Level of Text Complexity
GSE STEM	10	Independently and proficiently read and comprehend complex literary and informational texts.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GSE STEM	6	Use technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
GSE STEM	9	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.

DOMAIN		College and Career Readiness Anchor Standards for Speaking and Listening
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	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.
GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.
GSE STEM	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.
DOMAIN		Grade 6 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 6 Reading Standards for Informational Text [RI]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 6 Writing Standard 8 for more on quoting and paraphrasing.)
SPECIFIC INDICATOR	2	Determine a text's central idea(s) and how particular details help convey the idea(s); provide a summary of a text distinct from personal opinions or judgments.
SPECIFIC INDICATOR	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).
DOMAIN		Grade 6 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 6 Reading Standards for Informational Text [RI]
GSE STEM		Craft and Structure

SPECIFIC INDICATOR	4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; explain how word choice affects meaning and tone. (See grade 6 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
SPECIFIC INDICATOR	5	Analyze how a particular sentence, paragraph, chapter, section, or text feature (e.g., heading) fits into the overall structure of a text and contributes to the development of the ideas.
DOMAIN		Grade 6 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 6 Reading Standards for Informational Text [RI]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 6.
DOMAIN		Grade 6 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.
SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
DOMAIN		Grade 6 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
SPECIFIC INDICATOR	2.a.	Introduce a topic; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
SPECIFIC INDICATOR	2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
	2.b. 2.d.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR		
SPECIFIC INDICATOR SPECIFIC	2.d. 2.e.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

GSE STEM	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.)
DOMAIN		Grade 6 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 6).
SPECIFIC INDICATOR	5.b.	Demonstrate the ability to select accurate vocabulary (as described in Language Standards 4–6 up to and including grade 6).
DOMAIN		Grade 6 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	6	Use technology, including current web-based communication platforms, 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.
DOMAIN		Grade 6 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	7	Conduct short as well as more sustained research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
GSE STEM	8	When conducting research, 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.
GSE STEM	9	Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 6 standards for Reading Literature or Reading Informational Text as needed.
DOMAIN		Grade 6 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.
DOMAIN		Grade 6 Speaking and Listening Standards [SL]
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration

GSE STEM	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.
SPECIFIC INDICATOR	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. (See grade 6 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
SPECIFIC INDICATOR	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.
DOMAIN		Grade 6 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 6 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
SPECIFIC INDICATOR		Sentence Structure, Variety, and Meaning
INDICATOR	1.b.	Explain the function of phrases and clauses in general, how phrases and clauses differ, and how their use conveys a particular meaning in a specific written or spoken sentence.
INDICATOR	1.c.	Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
DOMAIN		Grade 6 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SPECIFIC INDICATOR	2.b.	Spell correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut).
DOMAIN		Grade 6 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
SPECIFIC INDICATOR	3.a.	Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.
DOMAIN		Grade 6 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use

GSE STEM	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.
SPECIFIC INDICATOR	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.
SPECIFIC INDICATOR	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).
DOMAIN		Grade 6 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 6 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 6 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)
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		Rhode Island World-Class Standards
		Language Arts
		Grade 6 - Adopted: 2021
DOMAIN		Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	4	Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
DOMAIN		Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.

DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.)
SPECIFIC INDICATOR	2	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

DOMAIN		Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	4	Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
DOMAIN		Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.
DOMAIN		Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments focused on discipline-specific content.
SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
DOMAIN		Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
SPECIFIC INDICATOR	2.a.	Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
SPECIFIC INDICATOR	2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
DOMAIN		Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing

GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
GSE STEM	6	Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
DOMAIN		Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
GSE STEM	9	Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
DOMAIN		Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.
DOMAIN		Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	2	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DOMAIN		College and Career Readiness Anchor Standards for Reading

STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Integration of Knowledge and Ideas
GSE STEM	7	Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Range of Reading and Level of Text Complexity
GSE STEM	10	Independently and proficiently read and comprehend complex literary and informational texts.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GSE STEM	6	Use technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
GSE STEM	9	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
DOMAIN		College and Career Readiness Anchor Standards for Writing

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GSE STEM Craft and Structure SPECIFIC 4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; explain how word choice affects meaning and tone. (See grade 6 Language Standards 4–6 on applying knowledge of vocabulary to reading.)	DOMAIN		Grade 6 Reading Standards
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	DOMAIN		Grade 6 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grade 6 Reading Standards for Informational Text [RI]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 6.
DOMAIN		Grade 6 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.
SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
DOMAIN		Grade 6 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
SPECIFIC INDICATOR	2.a.	Introduce a topic; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
SPECIFIC INDICATOR	2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
DOMAIN		Grade 6 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	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.)
DOMAIN		Grade 6 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 6).
SPECIFIC INDICATOR	5.b.	Demonstrate the ability to select accurate vocabulary (as described in Language Standards 4–6 up to and including grade 6).
DOMAIN		Grade 6 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	6	Use technology, including current web-based communication platforms, 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.
DOMAIN		Grade 6 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	7	Conduct short as well as more sustained research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources; assess the credibility o each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
GSE STEM	9	Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 6 standards for Reading Literature or Reading Informational Text as needed.
DOMAIN		Grade 6 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.
DOMAIN		Grade 6 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 6 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
SPECIFIC INDICATOR		Sentence Structure, Variety, and Meaning
INDICATOR	1.b.	Explain the function of phrases and clauses in general, how phrases and clauses differ, and how their use conveys a particular meaning in a specific written or spoken sentence.

DOMAIN		Grade 6 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SPECIFIC INDICATOR	2.b.	Spell correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut).
DOMAIN		Grade 6 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
SPECIFIC INDICATOR	3.a.	Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.
DOMAIN		Grade 6 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.
SPECIFIC INDICATOR	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.
SPECIFIC INDICATOR	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.
SPECIFIC INDICATOR	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).
DOMAIN		Grade 6 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 6 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 6 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

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Rhode Island World-Class Standards
Language Arts
Grade 6 - Adopted: 2021

DOMAIN

Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	4	Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
DOMAIN		Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.
DOMAIN		Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.)
SPECIFIC INDICATOR	2	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
DOMAIN		Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	4	Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
DOMAIN		Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.
DOMAIN		Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments focused on discipline-specific content.

SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
DOMAIN		Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
SPECIFIC INDICATOR	2.a.	Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, a information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
SPECIFIC INDICATOR	2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
DOMAIN		Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focus on how well purpose and audience have been addressed.
GSE STEM	6	Use technology, including current web-based communication platforms, to produce and publish writing and presen the relationships between information and ideas clearly and efficiently.
DOMAIN		Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions others while avoiding plagiarism and following a standard format for citation.
	9	Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–

DOMAIN		Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.
DOMAIN		Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	2	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Integration of Knowledge and Ideas
GSE STEM	7	Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Range of Reading and Level of Text Complexity
GSE STEM	10	Independently and proficiently read and comprehend complex literary and informational texts.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes

GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GSE STEM	6	Use technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
GSE STEM	9	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Speaking and Listening
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.

DOMAIN		Grade 6 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 6 Reading Standards for Informational Text [RI]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 6 Writing Standard 8 for more on quoting and paraphrasing.)
SPECIFIC INDICATOR	2	Determine a text's central idea(s) and how particular details help convey the idea(s); provide a summary of a text distinct from personal opinions or judgments.
SPECIFIC INDICATOR	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).
DOMAIN		Grade 6 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 6 Reading Standards for Informational Text [RI]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; explain how word choice affects meaning and tone. (See grade 6 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
DOMAIN		Grade 6 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 6 Reading Standards for Informational Text [RI]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 6.
DOMAIN		Grade 6 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.
SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
DOMAIN		Grade 6 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

SPECIFIC INDICATOR	2.a.	Introduce a topic; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
SPECIFIC INDICATOR	2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
DOMAIN		Grade 6 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	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.)
DOMAIN		Grade 6 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 6).
SPECIFIC INDICATOR	5.b.	Demonstrate the ability to select accurate vocabulary (as described in Language Standards 4–6 up to and including grade 6).
DOMAIN		Grade 6 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	6	Use technology, including current web-based communication platforms, 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.
DOMAIN		Grade 6 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	7	Conduct short as well as more sustained research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
GSE STEM	8	When conducting research, 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.

GSE STEM	9	Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 6 standards for Reading Literature or Reading Informational Text as needed.
DOMAIN		Grade 6 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.
DOMAIN		Grade 6 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 6 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
SPECIFIC INDICATOR		Sentence Structure, Variety, and Meaning
INDICATOR	1.b.	Explain the function of phrases and clauses in general, how phrases and clauses differ, and how their use conveys particular meaning in a specific written or spoken sentence.
		particular meaning in a specific which of spoten sentence.
INDICATOR	1.c.	Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
INDICATOR	1.c.	Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and dangling
	1.c.	Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
DOMAIN STATEMENT OF ENDURING	1.c.	Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. Grade 6 Language Standards [L]
DOMAIN STATEMENT OF ENDURING KNOWLEDGE		Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. Grade 6 Language Standards [L] Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and
STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC	2	Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. Grade 6 Language Standards [L] Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC INDICATOR	2	Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. Grade 6 Language Standards [L] Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut).
STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC INDICATOR DOMAIN STATEMENT OF ENDURING	2	Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. Grade 6 Language Standards [L] Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut). Grade 6 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC INDICATOR DOMAIN STATEMENT OF ENDURING KNOWLEDGE	2 2.b.	Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. Grade 6 Language Standards [L] Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut). Grade 6 Language Standards [L] Knowledge of Language
STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC INDICATOR DOMAIN STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC	2 2.b.	Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. Grade 6 Language Standards [L] Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut). Grade 6 Language Standards [L] Knowledge of Language Use knowledge of language and its conventions when writing, speaking, reading, or listening. Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience
STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC INDICATOR DOMAIN STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC INDICATOR	2 2.b.	Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. Grade 6 Language Standards [L] Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut). Grade 6 Language Standards [L] Knowledge of Language Use knowledge of language and its conventions when writing, speaking, reading, or listening. Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.

SPECIFIC 4. INDICATOR	1.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.
SPECIFIC 4. INDICATOR	1.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).
DOMAIN	(Grade 6 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM 6		Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 6 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 6 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)
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		Rhode Island World-Class Standards Language Arts Grade 6 - Adopted: 2021
DOMAIN	(Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM 4		Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM 5		Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
GSE STEM 6		Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
DOMAIN	(Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM 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.
DOMAIN		Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration

Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and

evaluate the motives (e.g., social, commercial, political) behind its presentation.

College and Career Readiness Anchor Standards for Reading

GSE STEM

DOMAIN

2

STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GSE STEM	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Integration of Knowledge and Ideas
GSE STEM	7	Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		College and Career Readiness Anchor Standards for Reading Range of Reading and Level of Text Complexity
STATEMENT OF ENDURING	10	
STATEMENT OF ENDURING KNOWLEDGE	10	Range of Reading and Level of Text Complexity
STATEMENT OF ENDURING KNOWLEDGE GSE STEM	10	Range of Reading and Level of Text Complexity Independently and proficiently read and comprehend complex literary and informational texts.
STATEMENT OF ENDURING KNOWLEDGE GSE STEM DOMAIN STATEMENT OF ENDURING	10	Range of Reading and Level of Text Complexity Independently and proficiently read and comprehend complex literary and informational texts. College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE GSE STEM DOMAIN STATEMENT OF ENDURING KNOWLEDGE		Range of Reading and Level of Text Complexity Independently and proficiently read and comprehend complex literary and informational texts. College and Career Readiness Anchor Standards for Writing Text Types and Purposes Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-
STATEMENT OF ENDURING KNOWLEDGE GSE STEM DOMAIN STATEMENT OF ENDURING KNOWLEDGE GSE STEM		Range of Reading and Level of Text Complexity Independently and proficiently read and comprehend complex literary and informational texts. College and Career Readiness Anchor Standards for Writing Text Types and Purposes Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.
STATEMENT OF ENDURING KNOWLEDGE GSE STEM DOMAIN STATEMENT OF ENDURING KNOWLEDGE GSE STEM DOMAIN STATEMENT OF ENDURING		Range of Reading and Level of Text Complexity Independently and proficiently read and comprehend complex literary and informational texts. College and Career Readiness Anchor Standards for Writing Text Types and Purposes Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences. College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE GSE STEM DOMAIN STATEMENT OF ENDURING KNOWLEDGE GSE STEM DOMAIN STATEMENT OF ENDURING KNOWLEDGE	3	Range of Reading and Level of Text Complexity Independently and proficiently read and comprehend complex literary and informational texts. College and Career Readiness Anchor Standards for Writing Text Types and Purposes Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences. College and Career Readiness Anchor Standards for Writing Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task,

DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Speaking and Listening
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.
GSE STEM	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.
DOMAIN		Grade 6 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 6 Reading Standards for Literature [RL]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 6 Writing Standard 8 for more on quoting and paraphrasing.)
SPECIFIC INDICATOR	2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of a text distinct from personal opinions or judgments.
SPECIFIC INDICATOR	3	Describe how the plot of a particular story, poem, or drama unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
DOMAIN		Grade 6 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 6 Reading Standards for Literature [RL]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices, including those that create repeated sounds and rhythms in poetry, on meaning, tone (i.e., author's attitude toward subject or audience), or mood (i.e., emotional atmosphere).

(See grade 6 Language Standards 4–6 on applying knowledge of vocabulary to reading.)

DOMAIN		Grade 6 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 6 Reading Standards for Literature [RL]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 6.
DOMAIN		Grade 6 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
SPECIFIC INDICATOR	2.a.	Introduce a topic; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
DOMAIN		Grade 6 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	3	Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.
SPECIFIC INDICATOR	3.a.	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an appropriate narrative sequence.
SPECIFIC INDICATOR	3.d.	Use precise words and phrases, relevant descriptive details, figurative and sensory language, and techniques such as personification (e.g., "the fog crept in") to convey experiences or events.
DOMAIN		Grade 6 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	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.)
DOMAIN		Grade 6 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 6).
SPECIFIC INDICATOR	5.b.	Demonstrate the ability to select accurate vocabulary (as described in Language Standards 4–6 up to and including grade 6).

DOMAIN		Grade 6 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	6	Use technology, including current web-based communication platforms, 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.
DOMAIN		Grade 6 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.
DOMAIN		Grade 6 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 6 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
SPECIFIC INDICATOR		Sentence Structure, Variety, and Meaning
INDICATOR	1.b.	Explain the function of phrases and clauses in general, how phrases and clauses differ, and how their use conveys a particular meaning in a specific written or spoken sentence.
INDICATOR	1.c.	Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
DOMAIN		Grade 6 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SPECIFIC INDICATOR	2.b.	Spell correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut).
DOMAIN		Grade 6 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
SPECIFIC INDICATOR	3.b.	Recognize variations from standard or formal English in writing and speaking, determine their appropriateness for the intended purpose and audience, and make changes as necessary

intended purpose and audience, and make changes as necessary.

DOMAIN Grade 6 Language Standards [L]

INDICATOR

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.
SPECIFIC INDICATOR	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.
SPECIFIC INDICATOR	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).
DOMAIN		Grade 6 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 6 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 6 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)
		UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 13 Page 115-126

Rhode Island World-Class Standards

Rho de Island World-Class Standard Language Arts

		Language Arts
		Grade 6 - Adopted: 2021
DOMAIN		Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.)
SPECIFIC INDICATOR	2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
DOMAIN		Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	4	Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
SPECIFIC INDICATOR	5	Describe how a text presents information (e.g., sequentially, comparatively, causally), including how written texts incorporate features such as headings.

Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

DOMAIN

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.
DOMAIN		Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.)
SPECIFIC INDICATOR	2	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
DOMAIN		Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	4	Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
SPECIFIC INDICATOR	5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
DOMAIN		Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.
DOMAIN		Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
DOMAIN STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA] Text Types and Purposes
STATEMENT OF ENDURING	1	
STATEMENT OF ENDURING KNOWLEDGE	1	Text Types and Purposes

Grades 6-8 Writing Standards for Literacy in the Content Areas [WCA]

DOMAIN

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
SPECIFIC INDICATOR	2.a.	Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
SPECIFIC INDICATOR	2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
DOMAIN		Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
GSE STEM	6	Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
DOMAIN		Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
GSE STEM	9	Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
DOMAIN		Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing

GSE STEM	10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN		Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.
SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparati by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grades (Reading Standard 1 for more on the use of textual evidence.)
SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, define individual roles as needed.
SPECIFIC INDICATOR	1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
SPECIFIC INDICATOR	1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light the evidence presented.
DOMAIN		Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	2	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) at evaluate the motives (e.g., social, commercial, political) behind its presentation.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
GSE STEM	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.

DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Integration of Knowledge and Ideas
GSE STEM	7	Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Range of Reading and Level of Text Complexity
GSE STEM	10	Independently and proficiently read and comprehend complex literary and informational texts.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GSE STEM	6	Use technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
GSE STEM	9	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing

GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Speaking and Listening
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	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.
GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.
GSE STEM	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.
DOMAIN		Grade 6 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 6 Reading Standards for Informational Text [RI]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 6 Writing Standard 8 for more on quoting and paraphrasing.)
SPECIFIC INDICATOR	2	Determine a text's central idea(s) and how particular details help convey the idea(s); provide a summary of a text distinct from personal opinions or judgments.
SPECIFIC INDICATOR	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).
DOMAIN		Grade 6 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 6 Reading Standards for Informational Text [RI]

GSE STEM		Craft and Structure
G3E 31 EW		Craft and Structure
SPECIFIC INDICATOR	4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; explain how word choice affects meaning and tone. (See grade 6 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
SPECIFIC INDICATOR	5	Analyze how a particular sentence, paragraph, chapter, section, or text feature (e.g., heading) fits into the overall structure of a text and contributes to the development of the ideas.
DOMAIN		Grade 6 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 6 Reading Standards for Informational Text [RI]
GSE STEM		Integration of Knowledge and Ideas
SPECIFIC INDICATOR	7	Integrate information presented in different media or formats (e.g., in charts, graphs, photographs, videos, maps) as well as in words to develop a coherent understanding of a topic or issue.
SPECIFIC INDICATOR	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).
DOMAIN		Grade 6 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 6 Reading Standards for Informational Text [RI]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 6.
DOMAIN		Grade 6 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.
SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
DOMAIN		Grade 6 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
SPECIFIC INDICATOR	2.a.	Introduce a topic; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
SPECIFIC INDICATOR	2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
DOMAIN		Grade 6 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	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.)
DOMAIN		Grade 6 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 6).
SPECIFIC INDICATOR	5.b.	Demonstrate the ability to select accurate vocabulary (as described in Language Standards 4–6 up to and including grade 6).
DOMAIN		Grade 6 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	6	Use technology, including current web-based communication platforms, 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 thre pages in a single sitting.
DOMAIN		Grade 6 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	7	Conduct short as well as more sustained research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources; assess the credibility each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
GSE STEM	9	Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 6 standards for Reading Literature or Reading Informational Text as needed.
DOMAIN		Grade 6 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.
DOMAIN		Grade 6 Speaking and Listening Standards [SL]
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	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.
SPECIFIC INDICATOR	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. (See grade 6 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
SPECIFIC INDICATOR	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.
DOMAIN		Grade 6 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
OF ENDURING	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 6 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
OF ENDURING KNOWLEDGE	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 6 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by
OF ENDURING KNOWLEDGE GSE STEM	1.b.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 6 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
OF ENDURING KNOWLEDGE GSE STEM SPECIFIC INDICATOR		Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 6 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.) Sentence Structure, Variety, and Meaning Explain the function of phrases and clauses in general, how phrases and clauses differ, and how their use conveys a
OF ENDURING KNOWLEDGE GSE STEM SPECIFIC INDICATOR	1.b.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 6 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.) Sentence Structure, Variety, and Meaning Explain the function of phrases and clauses in general, how phrases and clauses differ, and how their use conveys a particular meaning in a specific written or spoken sentence. Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and dangling
OF ENDURING KNOWLEDGE GSE STEM SPECIFIC INDICATOR INDICATOR	1.b.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 6 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.) Sentence Structure, Variety, and Meaning Explain the function of phrases and clauses in general, how phrases and clauses differ, and how their use conveys a particular meaning in a specific written or spoken sentence. Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
OF ENDURING KNOWLEDGE GSE STEM SPECIFIC INDICATOR INDICATOR INDICATOR DOMAIN STATEMENT OF ENDURING	1.b.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 6 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.) Sentence Structure, Variety, and Meaning Explain the function of phrases and clauses in general, how phrases and clauses differ, and how their use conveys a particular meaning in a specific written or spoken sentence. Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. Grade 6 Language Standards [L]
OF ENDURING KNOWLEDGE GSE STEM SPECIFIC INDICATOR INDICATOR INDICATOR DOMAIN STATEMENT OF ENDURING KNOWLEDGE	1.b. 1.c.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 6 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.) Sentence Structure, Variety, and Meaning Explain the function of phrases and clauses in general, how phrases and clauses differ, and how their use conveys a particular meaning in a specific written or spoken sentence. Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. Grade 6 Language Standards [L] Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and

STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
SPECIFIC INDICATOR	3.a.	Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.
DOMAIN		Grade 6 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.
SPECIFIC INDICATOR	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.
SPECIFIC INDICATOR	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).
DOMAIN		Grade 6 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 6 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 6 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)
		UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 14 Page 127-140

Rhode Island World-Class Standards Language Arts Grade 6 - Adopted: 2021

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DOMAIN		Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.)
SPECIFIC INDICATOR	2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
DOMAIN		Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Craft and Structure

SPECIFIC INDICATOR	4	Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
SPECIFIC INDICATOR	5	Describe how a text presents information (e.g., sequentially, comparatively, causally), including how written texts incorporate features such as headings.
DOMAIN		Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.
DOMAIN		Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.)
SPECIFIC INDICATOR	2	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
DOMAIN		Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	4	Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
SPECIFIC INDICATOR	5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
DOMAIN		Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.
DOMAIN		Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments focused on discipline-specific content.
SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
DOMAIN		Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
SPECIFIC INDICATOR	2.a.	Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
SPECIFIC INDICATOR	2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
DOMAIN		Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA] Production and Distribution of Writing
STATEMENT OF ENDURING	4	
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task,
ST AT EMENT OF ENDURING KNOWLEDGE	4	Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing
ST AT EMENT OF ENDURING KNOWLEDGE GSE STEM GSE STEM	5	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. Use technology, including current web-based communication platforms, to produce and publish writing and present
ST AT EMENT OF ENDURING KNOWLEDGE GSE STEM GSE STEM	5	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
ST AT EMENT OF ENDURING KNOWLEDGE GSE STEM GSE STEM DOMAIN ST AT EMENT OF ENDURING	5	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

GSE STEM	9	Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–Reading Standard 1 for more on the use of textual evidence.)
DOMAIN		Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN		Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.
SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grades 6 Reading Standard 1 for more on the use of textual evidence.)
SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, a define individual roles as needed.
SPECIFIC INDICATOR	1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
SPECIFIC INDICATOR	1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light the evidence presented.
DOMAIN		Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	2	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) an evaluate the motives (e.g., social, commercial, political) behind its presentation.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
GSE STEM	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.
GSE STEM	5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Integration of Knowledge and Ideas
GSE STEM	7	Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Range of Reading and Level of Text Complexity
GSE STEM	10	Independently and proficiently read and comprehend complex literary and informational texts.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GSE STEM	6	Use technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge

GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
GSE STEM	9	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Speaking and Listening
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	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.
GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.
GSE STEM	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.
DOMAIN		Grade 6 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 6 Reading Standards for Informational Text [RI]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 6 Writing Standard 8 for more on quoting and paraphrasing.)

SPECIFIC INDICATOR	2	Determine a text's central idea(s) and how particular details help convey the idea(s); provide a summary of a text distinct from personal opinions or judgments.
SPECIFIC INDICATOR	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).
DOMAIN		Grade 6 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 6 Reading Standards for Informational Text [RI]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; explain how word choice affects meaning and tone. (See grade 6 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
SPECIFIC INDICATOR	5	Analyze how a particular sentence, paragraph, chapter, section, or text feature (e.g., heading) fits into the overall structure of a text and contributes to the development of the ideas.
DOMAIN		Grade 6 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 6 Reading Standards for Informational Text [RI]
GSE STEM		Integration of Knowledge and Ideas
SPECIFIC INDICATOR	7	Integrate information presented in different media or formats (e.g., in charts, graphs, photographs, videos, maps) as well as in words to develop a coherent understanding of a topic or issue.
SPECIFIC INDICATOR	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).
DOMAIN		Grade 6 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 6 Reading Standards for Informational Text [RI]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 6.
DOMAIN		Grade 6 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.
SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
DOMAIN		Grade 6 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
SPECIFIC INDICATOR	2.a.	Introduce a topic; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
SPECIFIC INDICATOR	2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
DOMAIN		Grade 6 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	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.)
DOMAIN		Grade 6 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 6).
SPECIFIC INDICATOR	5.b.	Demonstrate the ability to select accurate vocabulary (as described in Language Standards 4–6 up to and including grade 6).
DOMAIN		Grade 6 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	6	Use technology, including current web-based communication platforms, 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.
DOMAIN		Grade 6 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge

GSE STEM	7	Conduct short as well as more sustained research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
GSE STEM	8	When conducting research, 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.
GSE STEM	9	Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 6 standards for Reading Literature or Reading Informational Text as needed.
DOMAIN		Grade 6 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.
DOMAIN		Grade 6 Speaking and Listening Standards [SL]
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	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.
SPECIFIC INDICATOR	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. (See grade 6 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
SPECIFIC INDICATOR	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.
DOMAIN		Grade 6 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 6 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
SPECIFIC INDICATOR		Sentence Structure, Variety, and Meaning
INDICATOR	1.b.	Explain the function of phrases and clauses in general, how phrases and clauses differ, and how their use conveys a particular meaning in a specific written or spoken sentence.

DOMAIN		Grade 6 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SPECIFIC INDICATOR	2.b.	Spell correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut).
DOMAIN		Grade 6 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
SPECIFIC INDICATOR	3.a.	Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.
DOMAIN		Grade 6 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.
SPECIFIC INDICATOR	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.
SPECIFIC INDICATOR	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).
DOMAIN		Grade 6 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 6 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 6 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)
		UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 15 Page 141-152
		Rho de Island World-Class Standards Language Arts Grade 6 - Adopted: 2021
DOMAIN		Standards for Literacy in the Content Areas - Grades 6-8 Reading Standards

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Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

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OF ENDURING
KNOWLEDGE

GSE STEM

Key Ideas and Details

SPECIFIC INDICATOR	1	Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.)
SPECIFIC INDICATOR	2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
DOMAIN		Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	4	Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
SPECIFIC INDICATOR	5	Describe how a text presents information (e.g., sequentially, comparatively, causally), including how written texts incorporate features such as headings.
DOMAIN		Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.
DOMAIN		Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.)
SPECIFIC INDICATOR	2	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
DOMAIN		Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	4	Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
SPECIFIC INDICATOR	5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.

		IN

GSE STEM

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Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.
DOMAIN		Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments focused on discipline-specific content.
SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
DOMAIN		Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
SPECIFIC INDICATOR	2.a.	Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
SPECIFIC INDICATOR	2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
DOMAIN		Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

Use technology, including current web-based communication platforms, to produce and publish writing and present

the relationships between information and ideas clearly and efficiently.

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Grades 6-8 Writing Standards for Literacy in the Content Areas [WCA]

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STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
GSE STEM	9	Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
DOMAIN		Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.
DOMAIN		Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.
SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
SPECIFIC INDICATOR	1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
SPECIFIC INDICATOR	1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
DOMAIN		Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	2	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
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DOMAIN College and Career Readiness Anchor Standards for Reading

STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
GSE STEM	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.
GSE STEM	5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Integration of Knowledge and Ideas
GSE STEM	7	Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Range of Reading and Level of Text Complexity
GSE STEM	10	Independently and proficiently read and comprehend complex literary and informational texts.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GSE STEM	6	Use technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
GSE STEM	9	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Speaking and Listening
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	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.
GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.
GSE STEM	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.

	Grade 6 Reading Standards
	Grade 6 Reading Standards for Informational Text [RI]
	Key Ideas and Details
1	Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 6 Writing Standard 8 for more on quoting and paraphrasing.)
2	Determine a text's central idea(s) and how particular details help convey the idea(s); provide a summary of a text distinct from personal opinions or judgments.
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).
	Grade 6 Reading Standards
	Grade 6 Reading Standards for Informational Text [RI]
	Craft and Structure
4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; explain how word choice affects meaning and tone. (See grade 6 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
5	Analyze how a particular sentence, paragraph, chapter, section, or text feature (e.g., heading) fits into the overall structure of a text and contributes to the development of the ideas.
	Grade 6 Reading Standards
	Grade 6 Reading Standards for Informational Text [RI]
	Integration of Knowledge and Ideas
7	Integrate information presented in different media or formats (e.g., in charts, graphs, photographs, videos, maps) as well as in words to develop a coherent understanding of a topic or issue.
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).
	Grade 6 Reading Standards
	Grade 6 Reading Standards for Informational Text [RI]
	1 2 3 4

DOMAIN Grade 6 Writing Standards [W]

10

Range of Reading and Level of Text Complexity

and perspectives and exhibiting complexity appropriate for at least grade 6.

Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures,

GSE STEM

SPECIFIC

INDICATOR

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.
SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
DOMAIN		Grade 6 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
SPECIFIC INDICATOR	2.a.	Introduce a topic; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
SPECIFIC INDICATOR	2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
DOMAIN		Grade 6 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	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.)
DOMAIN		Grade 6 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 6).
SPECIFIC INDICATOR	5.b.	Demonstrate the ability to select accurate vocabulary (as described in Language Standards 4–6 up to and including grade 6).
DOMAIN		Grade 6 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing

GSE STEM	6	Use technology, including current web-based communication platforms, 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.
DOMAIN		Grade 6 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	7	Conduct short as well as more sustained research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
GSE STEM	8	When conducting research, 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.
GSE STEM	9	Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 6 standards for Reading Literature or Reading Informational Text as needed.
DOMAIN		Grade 6 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.
DOMAIN		Grade 6 Speaking and Listening Standards [SL]
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	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.
SPECIFIC INDICATOR	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. (See grade 6 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
SPECIFIC INDICATOR	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.
DOMAIN		Grade 6 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 6 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)

SPECIFIC INDICATOR		Sentence Structure, Variety, and Meaning
INDICATOR	1.b.	Explain the function of phrases and clauses in general, how phrases and clauses differ, and how their use conveys a particular meaning in a specific written or spoken sentence.
INDICATOR	1.c.	Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
DOMAIN		Grade 6 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SPECIFIC INDICATOR	2.b.	Spell correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut).
DOMAIN		Grade 6 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
SPECIFIC INDICATOR	3.a.	Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.
DOMAIN		Grade 6 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.
SPECIFIC INDICATOR	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.
SPECIFIC INDICATOR	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).
DOMAIN		Grade 6 Language Standards [L]
		Vocabulary Acquisition and Use
STATEMENT OF ENDURING KNOWLEDGE		vocaballary Acquisition and OSC
OF ENDURING	6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 6 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 6 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

DOMAIN	Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards
DOMAIN	Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.)
SPECIFIC INDICATOR	2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
DOMAIN		Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	4	Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
SPECIFIC INDICATOR	5	Describe how a text presents information (e.g., sequentially, comparatively, causally), including how written texts incorporate features such as headings.
DOMAIN		Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.
DOMAIN		Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.)
SPECIFIC INDICATOR	2	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
DOMAIN		Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Craft and Structure

SPECIFIC INDICATOR	4	Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
SPECIFIC INDICATOR	5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
DOMAIN		Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.
DOMAIN		Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments focused on discipline-specific content.
SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
DOMAIN		Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
SPECIFIC INDICATOR	2.a.	Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
SPECIFIC INDICATOR	2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
DOMAIN		Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task,

GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
GSE STEM	6	Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
DOMAIN		Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
GSE STEM	9	Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
DOMAIN		Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.
DOMAIN		Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.
SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
SPECIFIC INDICATOR	1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
SPECIFIC INDICATOR	1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	2	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
GSE STEM	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.
GSE STEM	5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Integration of Knowledge and Ideas
GSE STEM	7	Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Range of Reading and Level of Text Complexity
GSE STEM	10	Independently and proficiently read and comprehend complex literary and informational texts.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	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.

DOMAIN College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GSE STEM	6	Use technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
GSE STEM	9	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Speaking and Listening
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	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.
GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use

GSE STEM	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.
GSE STEM	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.
DOMAIN		Grade 6 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 6 Reading Standards for Informational Text [RI]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 6 Writing Standard 8 for more on quoting and paraphrasing.)
SPECIFIC INDICATOR	2	Determine a text's central idea(s) and how particular details help convey the idea(s); provide a summary of a text distinct from personal opinions or judgments.
SPECIFIC INDICATOR	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).
DOMAIN		Grade 6 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 6 Reading Standards for Informational Text [RI]
GSE STEM		Craft and Structure
CDECIEIO	4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and
SPECIFIC INDICATOR	·	technical meanings; explain how word choice affects meaning and tone. (See grade 6 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
	5	
INDICATOR SPECIFIC		applying knowledge of vocabulary to reading.) Analyze how a particular sentence, paragraph, chapter, section, or text feature (e.g., heading) fits into the overall
INDICATOR SPECIFIC INDICATOR		applying knowledge of vocabulary to reading.) Analyze how a particular sentence, paragraph, chapter, section, or text feature (e.g., heading) fits into the overall structure of a text and contributes to the development of the ideas.
SPECIFIC INDICATOR DOMAIN STATEMENT OF ENDURING		applying knowledge of vocabulary to reading.) Analyze how a particular sentence, paragraph, chapter, section, or text feature (e.g., heading) fits into the overall structure of a text and contributes to the development of the ideas. Grade 6 Reading Standards
SPECIFIC INDICATOR DOMAIN STATEMENT OF ENDURING KNOWLEDGE		applying knowledge of vocabulary to reading.) Analyze how a particular sentence, paragraph, chapter, section, or text feature (e.g., heading) fits into the overall structure of a text and contributes to the development of the ideas. Grade 6 Reading Standards Grade 6 Reading Standards for Informational Text [RI]
SPECIFIC INDICATOR DOMAIN STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC	5	applying knowledge of vocabulary to reading.) Analyze how a particular sentence, paragraph, chapter, section, or text feature (e.g., heading) fits into the overall structure of a text and contributes to the development of the ideas. Grade 6 Reading Standards Grade 6 Reading Standards for Informational Text [RI] Integration of Knowledge and Ideas Integrate information presented in different media or formats (e.g., in charts, graphs, photographs, videos, maps) as
SPECIFIC INDICATOR STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC INDICATOR SPECIFIC SPECIFIC	7	Analyze how a particular sentence, paragraph, chapter, section, or text feature (e.g., heading) fits into the overall structure of a text and contributes to the development of the ideas. Grade 6 Reading Standards Grade 6 Reading Standards for Informational Text [RI] Integration of Knowledge and Ideas Integrate information presented in different media or formats (e.g., in charts, graphs, photographs, videos, maps) as well as in words to develop a coherent understanding of a topic or issue. Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a
SPECIFIC INDICATOR STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC INDICATOR SPECIFIC INDICATOR	7	Analyze how a particular sentence, paragraph, chapter, section, or text feature (e.g., heading) fits into the overall structure of a text and contributes to the development of the ideas. Grade 6 Reading Standards Grade 6 Reading Standards for Informational Text [RI] Integration of Knowledge and Ideas Integrate information presented in different media or formats (e.g., in charts, graphs, photographs, videos, maps) as well as in words to develop a coherent understanding of a topic or issue. 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).
SPECIFIC INDICATOR STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC INDICATOR SPECIFIC INDICATOR DOMAIN STATEMENT OF ENDURING	7	Analyze how a particular sentence, paragraph, chapter, section, or text feature (e.g., heading) fits into the overall structure of a text and contributes to the development of the ideas. Grade 6 Reading Standards Grade 6 Reading Standards for Informational Text [RI] Integration of Knowledge and Ideas Integrate information presented in different media or formats (e.g., in charts, graphs, photographs, videos, maps) as well as in words to develop a coherent understanding of a topic or issue. 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). Grade 6 Reading Standards

10	Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 6.
	Grade 6 Writing Standards [W]
	Text Types and Purposes
1	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.
1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
	Grade 6 Writing Standards [W]
	Text Types and Purposes
2	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
2.a.	Introduce a topic; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
	Grade 6 Writing Standards [W]
	Production and Distribution of Writing
4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)
	Grade 6 Writing Standards [W]
	Production and Distribution of Writing
5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 6).
5.b.	Demonstrate the ability to select accurate vocabulary (as described in Language Standards 4–6 up to and including grade 6).
	1.d. 2.a. 2.b. 2.e. 5 5.a.

DOMAIN		Grade 6 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	6	Use technology, including current web-based communication platforms, 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.
DOMAIN		Grade 6 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	7	Conduct short as well as more sustained research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
GSE STEM	8	When conducting research, 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.
GSE STEM	9	Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 6 standards for Reading Literature or Reading Informational Text as needed.
DOMAIN		Grade 6 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.
DOMAIN		Grade 6 Speaking and Listening Standards [SL]
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	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.
SPECIFIC INDICATOR	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. (See grade 6 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
SPECIFIC INDICATOR	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.

DOMAIN

Grade 6 Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 6 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
SPECIFIC INDICATOR		Sentence Structure, Variety, and Meaning
INDICATOR	1.b.	Explain the function of phrases and clauses in general, how phrases and clauses differ, and how their use conveys a particular meaning in a specific written or spoken sentence.
INDICATOR	1.c.	Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
DOMAIN		Grade 6 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SPECIFIC INDICATOR	2.b.	Spell correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut).
DOMAIN		Grade 6 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GSE STEM SPECIFIC INDICATOR	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.
SPECIFIC		Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience
SPECIFIC INDICATOR		Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.
SPECIFIC INDICATOR DOMAIN STATEMENT OF ENDURING		Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest. Grade 6 Language Standards [L]
SPECIFIC INDICATOR DOMAIN STATEMENT OF ENDURING KNOWLEDGE	3.a.	Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest. Grade 6 Language Standards [L] Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade
SPECIFIC INDICATOR DOMAIN STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC	3.a.	Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest. Grade 6 Language Standards [L] Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a
SPECIFIC INDICATOR DOMAIN STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC INDICATOR SPECIFIC	3.a. 4.a. 4.d.	Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest. Grade 6 Language Standards [L] Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in

GSE STEM	6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 6 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 6 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)
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		Rhode Island World-Class Standards
		Language Arts
		Grade 6 - Adopted: 2021
OOMAIN		Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments focused on discipline-specific content.
SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
DOMAIN		Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
SPECIFIC INDICATOR	2.a.	Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, an information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
SPECIFIC INDICATOR	2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
SPECIFIC INDICATOR	2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
OOMAIN		Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well nursuse and audience have been addressed

on how well purpose and audience have been addressed.

GSE STEM	6	Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
DOMAIN		Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.
DOMAIN		Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.
SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
SPECIFIC INDICATOR	1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
SPECIFIC INDICATOR	1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
DOMAIN		Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	2	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Integration of Knowledge and Ideas
GSE STEM	7	Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes

GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GSE STEM	6	Use technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Speaking and Listening
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	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.
GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.
DOMAIN		Grade 6 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.
SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

DOMAIN		Grade 6 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
SPECIFIC INDICATOR	2.a.	Introduce a topic; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
SPECIFIC INDICATOR	2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
SPECIFIC INDICATOR	2.f.	Provide a concluding statement or section that follows from the information or explanation presented.
DOMAIN		Grade 6 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	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.)
DOMAIN		Grade 6 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 6).
SPECIFIC INDICATOR	5.b.	Demonstrate the ability to select accurate vocabulary (as described in Language Standards 4–6 up to and including grade 6).
DOMAIN		Grade 6 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	6	Use technology, including current web-based communication platforms, 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.

DOMAIN		Grade 6 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.
DOMAIN		Grade 6 Speaking and Listening Standards [SL]
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	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.
SPECIFIC INDICATOR	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. (See grade 6 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
SPECIFIC INDICATOR	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.
DOMAIN		Grade 6 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 6 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
SPECIFIC INDICATOR		Sentence Structure, Variety, and Meaning
INDICATOR	1.b.	Explain the function of phrases and clauses in general, how phrases and clauses differ, and how their use conveys a particular meaning in a specific written or spoken sentence.
INDICATOR	1.c.	Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
DOMAIN		Grade 6 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SPECIFIC INDICATOR	2.b.	Spell correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut).

DOMAIN Grade 6 Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
SPECIFIC INDICATOR	3.a.	Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.
DOMAIN		Grade 6 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 6 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 6 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

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Rhode Island World-Class Standards Language Arts

Grade 6 - Adopted: 2021

DOMAIN	Grades 6–8 Writing Stan	idards for Literacy in 1	the Content Areas [WCA]
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STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments focused on discipline-specific content.
SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

DOMAIN Grades 6-8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
SPECIFIC INDICATOR	2.a.	Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
SPECIFIC INDICATOR	2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
SPECIFIC INDICATOR	2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

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Grades 6-8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
GSE STEM	6	Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
DOMAIN		Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.
DOMAIN		Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	2	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Integration of Knowledge and Ideas
GSE STEM	7	Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	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.
GSE STEM	3	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing

GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	
GSE STEM	6	Use technology to produce and publish writing and to interact and collaborate with others.	
DOMAIN		College and Career Readiness Anchor Standards for Writing	
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing	
GSE STEM	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.	
DOMAIN		College and Career Readiness Anchor Standards for Speaking and Listening	
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration	
GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	
DOMAIN		College and Career Readiness Anchor Standards for Language	
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use	
GSE STEM	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.	
DOMAIN		Grade 6 Writing Standards [W]	
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes	
GSE STEM	1	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.	
SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).	
DOMAIN		Grade 6 Writing Standards [W]	
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes	
GSE STEM	2	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	
SPECIFIC INDICATOR	2.a.	Introduce a topic; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	

SPECIFIC INDICATOR	2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
SPECIFIC INDICATOR	2.f.	Provide a concluding statement or section that follows from the information or explanation presented.
DOMAIN		Grade 6 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	3	Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.
SPECIFIC INDICATOR	3.a.	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an appropriate narrative sequence.
SPECIFIC INDICATOR	3.d.	Use precise words and phrases, relevant descriptive details, figurative and sensory language, and techniques such as personification (e.g., "the fog crept in") to convey experiences or events.
SPECIFIC INDICATOR	3.e.	Provide a conclusion that follows from the narrated experiences or events.
DOMAIN		Grade 6 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	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.)
DOMAIN		Grade 6 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 6).
SPECIFIC INDICATOR	5.b.	Demonstrate the ability to select accurate vocabulary (as described in Language Standards 4–6 up to and including grade 6).
DOMAIN		Grade 6 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing

GSE STEM	6	Use technology, including current web-based communication platforms, 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.
DOMAIN		Grade 6 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.
DOMAIN		Grade 6 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 6 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
SPECIFIC INDICATOR		Sentence Structure, Variety, and Meaning
INDICATOR	1.b.	Explain the function of phrases and clauses in general, how phrases and clauses differ, and how their use conveys a particular meaning in a specific written or spoken sentence.
INDICATOR	1.c.	Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
DOMAIN		Grade 6 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SPECIFIC INDICATOR	2.b.	Spell correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut).
DOMAIN		Grade 6 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
SPECIFIC INDICATOR	3.a.	Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.
DOMAIN		Grade 6 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use

GSE STEM	6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 6 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 6 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)
		UNIT 7: INVENTIVE WRITING Week 19 Page 173-178
		Rho de Island World-Class Standards
		Language Arts
2011		Grade 6 - Adopted: 2021
DOMAIN		Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments focused on discipline-specific content.
SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
DOMAIN		Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
SPECIFIC INDICATOR	2.a.	Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
SPECIFIC INDICATOR	2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
SPECIFIC INDICATOR	2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
DOMAIN		Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT		Production and Distribution of Writing

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

GSE STEM	6	Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
DOMAIN		Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.
DOMAIN		Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	2	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Integration of Knowledge and Ideas
GSE STEM	7	Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GSE STEM	6	Use technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing

GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Speaking and Listening
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.
DOMAIN		Grade 6 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with cleareasons and relevant evidence.
SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
DOMAIN		Grade 6 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, an analysis of relevant content.
SPECIFIC INDICATOR	2.a.	Introduce a topic; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g. charts, tables), and multimedia when useful to aiding comprehension.
SPECIFIC INDICATOR	2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
SPECIFIC	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR		
SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

DOMAIN		Grade 6 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	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.)
DOMAIN		Grade 6 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 6).
SPECIFIC INDICATOR	5.b.	Demonstrate the ability to select accurate vocabulary (as described in Language Standards 4–6 up to and including grade 6).
DOMAIN		Grade 6 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	6	Use technology, including current web-based communication platforms, 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.
DOMAIN		Grade 6 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.
DOMAIN		Grade 6 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 6 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
SPECIFIC INDICATOR		Sentence Structure, Variety, and Meaning
INDICATOR	1.b.	Explain the function of phrases and clauses in general, how phrases and clauses differ, and how their use conveys a particular meaning in a specific written or spoken sentence.
INDICATOR	1.c.	Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

DOMAIN		Grade 6 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SPECIFIC INDICATOR	2.b.	Spell correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut).
DOMAIN		Grade 6 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
SPECIFIC INDICATOR	3.a.	Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.
DOMAIN		Grade 6 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 6 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 6 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)
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DOMAIN		Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.)
SPECIFIC INDICATOR	2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
DOMAIN		Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Craft and Structure

SPECIFIC INDICATOR	4	Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
SPECIFIC INDICATOR	5	Describe how a text presents information (e.g., sequentially, comparatively, causally), including how written texts incorporate features such as headings.
DOMAIN		Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.
DOMAIN		Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.)
SPECIFIC INDICATOR	2	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
DOMAIN		Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	4	Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain- specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
SPECIFIC INDICATOR	5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
DOMAIN		Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.
DOMAIN		Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments focused on discipline-specific content.
SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
DOMAIN		Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
SPECIFIC INDICATOR	2.a.	Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
SPECIFIC INDICATOR	2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
SPECIFIC INDICATOR	2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
DOMAIN		Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
GSE STEM	6	Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
DOMAIN		Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

 $avenues\ of\ exploration.$

GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
GSE STEM	9	Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
DOMAIN		Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.
DOMAIN		Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	2	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
GSE STEM	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.
GSE STEM	5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Integration of Knowledge and Ideas
GSE STEM	7	Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Range of Reading and Level of Text Complexity
GSE STEM	10	Independently and proficiently read and comprehend complex literary and informational texts.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GSE STEM	6	Use technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
GSE STEM	9	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Speaking and Listening
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration

GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Convention of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.
GSE STEM	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.
DOMAIN		Grade 6 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 6 Reading Standards for Informational Text [RI]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 6 Writing Standard 8 for more on quoting and paraphrasing.)
SPECIFIC INDICATOR	2	Determine a text's central idea(s) and how particular details help convey the idea(s); provide a summary of a text distinct from personal opinions or judgments.
SPECIFIC INDICATOR	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).
DOMAIN		Grade 6 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 6 Reading Standards for Informational Text [RI]
GSE STEM		Craft and Structure

SPECIFIC INDICATOR	4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; explain how word choice affects meaning and tone. (See grade 6 Language Standards 4–6 on applying knowledge of vocabulary to reading.)		
SPECIFIC INDICATOR	5	Analyze how a particular sentence, paragraph, chapter, section, or text feature (e.g., heading) fits into the overall structure of a text and contributes to the development of the ideas.		
DOMAIN		Grade 6 Reading Standards		
STATEMENT OF ENDURING KNOWLEDGE		Grade 6 Reading Standards for Informational Text [RI]		
GSE STEM		Integration of Knowledge and Ideas		
SPECIFIC INDICATOR	7	Integrate information presented in different media or formats (e.g., in charts, graphs, photographs, videos, maps) as well as in words to develop a coherent understanding of a topic or issue.		
SPECIFIC INDICATOR	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).		
DOMAIN		Grade 6 Reading Standards		
STATEMENT OF ENDURING KNOWLEDGE		Grade 6 Reading Standards for Informational Text [RI]		
GSE STEM		Range of Reading and Level of Text Complexity		
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 6.		
DOMAIN		Grade 6 Writing Standards [W]		
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes		
GSE STEM	1	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.		
SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).		
DOMAIN		Grade 6 Writing Standards [W]		
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes		
GSE STEM	2	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.		
SPECIFIC INDICATOR	2.a.	Introduce a topic; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.		
SPECIFIC INDICATOR	2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.		

SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.	
SPECIFIC INDICATOR	2.e. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).		
SPECIFIC INDICATOR	2.f.	Provide a concluding statement or section that follows from the information or explanation presented.	
DOMAIN		Grade 6 Writing Standards [W]	
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing	
GSE STEM	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.)	
DOMAIN		Grade 6 Writing Standards [W]	
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing	
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	
SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 6).	
SPECIFIC INDICATOR	5.b.	Demonstrate the ability to select accurate vocabulary (as described in Language Standards 4–6 up to and including grade 6).	
DOMAIN		Grade 6 Writing Standards [W]	
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing	
GSE STEM	6	Use technology, including current web-based communication platforms, 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.	
DOMAIN		Grade 6 Writing Standards [W]	
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge	
GSE STEM	7	Conduct short as well as more sustained research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources; assess the credibility each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	
GSE STEM	9	Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 6 standards for Reading Literature or Reading Informational Text as needed.	

DOMAIN		Grade 6 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.
DOMAIN		Grade 6 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 6 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
SPECIFIC INDICATOR		Sentence Structure, Variety, and Meaning
INDICATOR	1.b.	Explain the function of phrases and clauses in general, how phrases and clauses differ, and how their use conveys a particular meaning in a specific written or spoken sentence.
INDICATOR	1.c.	Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
DOMAIN		Grade 6 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SPECIFIC INDICATOR	2.b.	Spell correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut).
DOMAIN		Grade 6 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
SPECIFIC INDICATOR	3.a.	Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.
SPECIFIC INDICATOR	3.b.	Recognize variations from standard or formal English in writing and speaking, determine their appropriateness for the intended purpose and audience, and make changes as necessary.
DOMAIN		Grade 6 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.

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.
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).
	Grade 6 Language Standards [L]
	Vocabulary Acquisition and Use
6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 6 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 6 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)
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Standards for Literacy in the Content Areas - Grades 6-8 Reading Standards

DOMAIN		Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards	
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]	
GSE STEM		Key Ideas and Details	
SPECIFIC INDICATOR	1	Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.)	
SPECIFIC INDICATOR	2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	
DOMAIN		Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards	
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]	
GSE STEM		Craft and Structure	
SPECIFIC INDICATOR	4	Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	
SPECIFIC INDICATOR	5	Describe how a text presents information (e.g., sequentially, comparatively, causally), including how written texts incorporate features such as headings.	
DOMAIN		Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards	
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]	
GSE STEM		Range of Reading and Level of Text Complexity	

SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.
DOMAIN		Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.)
SPECIFIC INDICATOR	2	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
DOMAIN		Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	4	Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain- specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
SPECIFIC INDICATOR	5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
DOMAIN		Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.
DOMAIN		Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments focused on discipline-specific content.
SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
DOMAIN		Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
		Text Types and Purposes
STATEMENT OF ENDURING KNOWLEDGE		

SPECIFIC INDICATOR	2.a.	Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	
SPECIFIC INDICATOR	2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.	
SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.	
SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).	
SPECIFIC INDICATOR	2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.	
DOMAIN		Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]	
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing	
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	
GSE STEM	6	Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.	
DOMAIN		Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]	
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge	
GSE STEM	7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	
GSE STEM	9	Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)	
DOMAIN		Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]	
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing	
GSE STEM	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.	

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Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.
SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
SPECIFIC INDICATOR	1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
SPECIFIC INDICATOR	1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
DOMAIN		Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	2	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
GSE STEM	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.
GSE STEM	5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.
DOMAIN		College and Career Readiness Anchor Standards for Reading

STATEMENT OF ENDURING KNOWLEDGE		Integration of Knowledge and Ideas
GSE STEM	7	Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Range of Reading and Level of Text Complexity
GSE STEM	10	Independently and proficiently read and comprehend complex literary and informational texts.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GSE STEM	6	Use technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
GSE STEM	9	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing

GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Speaking and Listening
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	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.
GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
OOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Convention of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	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.
OOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.
GSE STEM	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.
DOMAIN		Grade 6 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 6 Reading Standards for Informational Text [RI]

SPECIFIC INDICATOR	2	Determine a text's central idea(s) and how particular details help convey the idea(s); provide a summary of a text distinct from personal opinions or judgments.
SPECIFIC INDICATOR	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).
DOMAIN		Grade 6 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 6 Reading Standards for Informational Text [RI]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; explain how word choice affects meaning and tone. (See grade 6 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
SPECIFIC INDICATOR	5	Analyze how a particular sentence, paragraph, chapter, section, or text feature (e.g., heading) fits into the overall structure of a text and contributes to the development of the ideas.
DOMAIN		Grade 6 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 6 Reading Standards for Informational Text [RI]
GSE STEM		Integration of Knowledge and Ideas
SPECIFIC INDICATOR	7	Integrate information presented in different media or formats (e.g., in charts, graphs, photographs, videos, maps) as well as in words to develop a coherent understanding of a topic or issue.
SPECIFIC INDICATOR	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).
DOMAIN		Grade 6 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 6 Reading Standards for Informational Text [RI]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 6.
DOMAIN		Grade 6 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.
SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

DOMAIN Grade 6 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
SPECIFIC INDICATOR	2.a.	Introduce a topic; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
SPECIFIC INDICATOR	2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
SPECIFIC INDICATOR	2.f.	Provide a concluding statement or section that follows from the information or explanation presented.
DOMAIN		Grade 6 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	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.)
DOMAIN		Grade 6 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 6).
SPECIFIC INDICATOR	5.b.	Demonstrate the ability to select accurate vocabulary (as described in Language Standards 4–6 up to and including grade 6).
DOMAIN		Grade 6 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	6	Use technology, including current web-based communication platforms, 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.
DOMAIN		Grade 6 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	7	Conduct short as well as more sustained research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
GSE STEM	8	When conducting research, 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.
GSE STEM	9	Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 6 standards for Reading Literature or Reading Informational Text as needed.
DOMAIN		Grade 6 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.
DOMAIN		Grade 6 Speaking and Listening Standards [SL]
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	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.
SPECIFIC INDICATOR	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. (See grade 6 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
SPECIFIC INDICATOR	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.
DOMAIN		Grade 6 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 6 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
SPECIFIC INDICATOR		Sentence Structure, Variety, and Meaning
INDICATOR	1.b.	Explain the function of phrases and clauses in general, how phrases and clauses differ, and how their use conveys a particular meaning in a specific written or spoken sentence.

INDICATOR	1.c.	Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
DOMAIN		Grade 6 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SPECIFIC INDICATOR	2.b.	Spell correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut).
DOMAIN		Grade 6 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
SPECIFIC INDICATOR	3.a.	Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.
SPECIFIC INDICATOR	3.b.	Recognize variations from standard or formal English in writing and speaking, determine their appropriateness for the intended purpose and audience, and make changes as necessary.
DOMAIN		Grade 6 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.
SPECIFIC INDICATOR	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.
SPECIFIC INDICATOR	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).
DOMAIN		Grade 6 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 6 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 6 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

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DOMAIN		Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.)
DOMAIN		Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	4	Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
DOMAIN		Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.
DOMAIN		Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.)
SPECIFIC INDICATOR	2	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
DOMAIN		Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	4	Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
DOMAIN		Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.
DOMAIN		Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
SPECIFIC INDICATOR	2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
DOMAIN		Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
GSE STEM	6	Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
DOMAIN		Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
GSE STEM	9	Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
DOMAIN		Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.
DOMAIN		Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.
SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
SPECIFIC INDICATOR	1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
SPECIFIC INDICATOR	1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
DOMAIN		Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	2	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GSE STEM	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
GSE STEM	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.
GSE STEM	6	Assess how point of view or purpose shapes the content and style of a text.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Integration of Knowledge and Ideas

GSE STEM	7	Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Range of Reading and Level of Text Complexity
GSE STEM	10	Independently and proficiently read and comprehend complex literary and informational texts.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	3	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GSE STEM	6	Use technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	9	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Speaking and Listening
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	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.

GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.
GSE STEM	5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
GSE STEM	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.
DOMAIN		Grade 6 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 6 Reading Standards for Literature [RL]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 6 Writing Standard 8 for more on quoting and paraphrasing.)
SPECIFIC INDICATOR	2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary a text distinct from personal opinions or judgments.
	3	
INDICATOR SPECIFIC		a text distinct from personal opinions or judgments. Describe how the plot of a particular story, poem, or drama unfolds in a series of episodes as well as how the
SPECIFIC INDICATOR		a text distinct from personal opinions or judgments. Describe how the plot of a particular story, poem, or drama unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
SPECIFIC INDICATOR DOMAIN STATEMENT OF ENDURING		a text distinct from personal opinions or judgments. Describe how the plot of a particular story, poem, or drama unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. Grade 6 Reading Standards
SPECIFIC INDICATOR DOMAIN STATEMENT OF ENDURING KNOWLEDGE		a text distinct from personal opinions or judgments. Describe how the plot of a particular story, poem, or drama unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. Grade 6 Reading Standards Grade 6 Reading Standards for Literature [RL]

SPECIFIC INDICATOR	6	Explain how an author develops the point of view of the narrator or speaker in a text.
DOMAIN		Grade 6 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 6 Reading Standards for Literature [RL]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 6.
DOMAIN		Grade 6 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 6 Reading Standards for Informational Text [RI]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 6 Writing Standard 8 for more on quoting and paraphrasing.)
SPECIFIC INDICATOR	2	Determine a text's central idea(s) and how particular details help convey the idea(s); provide a summary of a text distinct from personal opinions or judgments.
SPECIFIC INDICATOR	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).
DOMAIN		Grade 6 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 6 Reading Standards for Informational Text [RI]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; explain how word choice affects meaning and tone. (See grade 6 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
DOMAIN		Grade 6 Reading Standards
DOMAIN STATEMENT OF ENDURING KNOWLEDGE		Grade 6 Reading Standards Grade 6 Reading Standards for Informational Text [RI]
STATEMENT OF ENDURING		
STATEMENT OF ENDURING KNOWLEDGE	10	Grade 6 Reading Standards for Informational Text [RI]
STATEMENT OF ENDURING KNOWLEDGE GSE STEM	10	Grade 6 Reading Standards for Informational Text [RI] Range of Reading and Level of Text Complexity Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures,

GSE STEM	2	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
SPECIFIC INDICATOR	2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
DOMAIN		Grade 6 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	3	Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.
SPECIFIC INDICATOR	3.a.	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an appropriate narrative sequence.
SPECIFIC INDICATOR	3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
SPECIFIC INDICATOR	3.d.	Use precise words and phrases, relevant descriptive details, figurative and sensory language, and techniques such as personification (e.g., "the fog crept in") to convey experiences or events.
SPECIFIC INDICATOR	3.e.	Provide a conclusion that follows from the narrated experiences or events.
DOMAIN		Grade 6 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	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.)
DOMAIN		Grade 6 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 6).
SPECIFIC INDICATOR	5.b.	Demonstrate the ability to select accurate vocabulary (as described in Language Standards 4–6 up to and including grade 6).
DOMAIN		Grade 6 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing

GSE STEM	6	Use technology, including current web-based communication platforms, 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.	
DOMAIN		Grade 6 Writing Standards [W]	
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge	
GSE STEM	9	Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 6 standards for Reading Literature or Reading Informational Text as needed.	
DOMAIN		Grade 6 Writing Standards [W]	
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing	
GSE STEM	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.	
DOMAIN		Grade 6 Speaking and Listening Standards [SL]	
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration	
GSE STEM	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.	
SPECIFIC INDICATOR	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. (See grade 6 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)	
SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.	
SPECIFIC INDICATOR	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.	
DOMAIN		Grade 6 Language Standards [L]	
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English	
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 6 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)	
SPECIFIC INDICATOR		Sentence Structure, Variety, and Meaning	
		Explain the function of phrases and clauses in general, how phrases and clauses differ, and how their use conveys	
INDICATOR	1.b.	particular meaning in a specific written or spoken sentence.	

DOMAIN		Grade 6 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SPECIFIC INDICATOR	2.b.	Spell correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut).
DOMAIN		Grade 6 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
SPECIFIC INDICATOR	3.b.	Recognize variations from standard or formal English in writing and speaking, determine their appropriateness for the intended purpose and audience, and make changes as necessary.
DOMAIN		Grade 6 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.
SPECIFIC INDICATOR	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.
SPECIFIC INDICATOR	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).
DOMAIN		Grade 6 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
SPECIFIC INDICATOR	5.a.	Interpret figures of speech (e.g., personification) in context.
DOMAIN		Grade 6 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 6 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 6 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

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Rhode Island World-Class Standards Language Arts

Grade 6 - Adopted: 2021

DOMAIN		Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards	
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]	
GSE STEM		Key Ideas and Details	
SPECIFIC INDICATOR	1	Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.)	
DOMAIN		Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards	
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]	
GSE STEM		Craft and Structure	
SPECIFIC INDICATOR	4	Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	
DOMAIN		Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards	
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]	
GSE STEM		Range of Reading and Level of Text Complexity	
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.	
DOMAIN		Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards	
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]	
GSE STEM		Key Ideas and Details	
SPECIFIC INDICATOR	1	Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.)	
SPECIFIC INDICATOR	2	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.	
DOMAIN		Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards	
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]	
GSE STEM		Craft and Structure	
SPECIFIC INDICATOR	4	Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.	

DOMAIN	Standards for Literacy	in the Content Areas	- Grades 6-8 Deading	Standarde
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STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.
DOMAIN		Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
SPECIFIC INDICATOR	2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
DOMAIN		Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
GSE STEM	6	Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
DOMAIN		Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
GSE STEM	9	Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
DOMAIN		Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.

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Grades 6-8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.
SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
SPECIFIC INDICATOR	1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
SPECIFIC INDICATOR	1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
DOMAIN		Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	2	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GSE STEM	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
GSE STEM	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.
GSE STEM	6	Assess how point of view or purpose shapes the content and style of a text.
DOMAIN		College and Career Readiness Anchor Standards for Reading

STATEMENT OF ENDURING KNOWLEDGE		Integration of Knowledge and Ideas
GSE STEM	7	Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Range of Reading and Level of Text Complexity
GSE STEM	10	Independently and proficiently read and comprehend complex literary and informational texts.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	3	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GSE STEM	6	Use technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	9	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Speaking and Listening
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration

GSE STEM	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.
GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.
GSE STEM	5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
GSE STEM	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.
DOMAIN		Grade 6 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 6 Reading Standards for Literature [RL]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 6 Writing Standard 8 for more on quoting and paraphrasing.)
SPECIFIC INDICATOR	2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of a text distinct from personal opinions or judgments.
SPECIFIC INDICATOR	3	Describe how the plot of a particular story, poem, or drama unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
DOMAIN		Grade 6 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 6 Reading Standards for Literature [RL]

SPECIFIC INDICATOR	4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices, including those that create repeated sounds and rhythms in poetry, on meaning, tone (i.e., author's attitude toward subject or audience), or mood (i.e., emotional atmosphere). (See grade 6 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
SPECIFIC INDICATOR	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.
SPECIFIC INDICATOR	6	Explain how an author develops the point of view of the narrator or speaker in a text.
DOMAIN		Grade 6 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 6 Reading Standards for Literature [RL]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 6.
DOMAIN		Grade 6 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 6 Reading Standards for Informational Text [RI]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 6 Writing Standard 8 for more on quoting and paraphrasing.)
SPECIFIC INDICATOR	2	Determine a text's central idea(s) and how particular details help convey the idea(s); provide a summary of a text distinct from personal opinions or judgments.
SPECIFIC INDICATOR	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).
DOMAIN		Grade 6 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 6 Reading Standards for Informational Text [RI]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; explain how word choice affects meaning and tone. (See grade 6 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
DOMAIN		Grade 6 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 6 Reading Standards for Informational Text [RI]
GSE STEM		Range of Reading and Level of Text Complexity

SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 6.
DOMAIN		Grade 6 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, a analysis of relevant content.
SPECIFIC INDICATOR	2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
DOMAIN		Grade 6 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	3	Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.
SPECIFIC INDICATOR	3.a.	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an appropriate narrative sequence.
SPECIFIC INDICATOR	3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
SPECIFIC INDICATOR	3.d.	Use precise words and phrases, relevant descriptive details, figurative and sensory language, and techniques su as personification (e.g., "the fog crept in") to convey experiences or events.
SPECIFIC INDICATOR	3.e.	Provide a conclusion that follows from the narrated experiences or events.
DOMAIN		Grade 6 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	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.)
DOMAIN		Grade 6 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 6).

DOMAIN		Grade 6 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	6	Use technology, including current web-based communication platforms, 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.
DOMAIN		Grade 6 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	9	Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 6 standards for Reading Literature or Reading Informational Text as needed.
DOMAIN		Grade 6 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.
DOMAIN		Grade 6 Speaking and Listening Standards [SL]
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	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.
SPECIFIC INDICATOR	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. (See grade 6 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
SPECIFIC INDICATOR	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.
DOMAIN		Grade 6 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 6 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
SPECIFIC INDICATOR		Sentence Structure, Variety, and Meaning

INDICATOR	1.b.	Explain the function of phrases and clauses in general, how phrases and clauses differ, and how their use conveys a particular meaning in a specific written or spoken sentence.
INDICATOR	1.c.	Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
DOMAIN		Grade 6 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SPECIFIC INDICATOR	2.b.	Spell correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut).
DOMAIN		Grade 6 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
SPECIFIC INDICATOR	3.b.	Recognize variations from standard or formal English in writing and speaking, determine their appropriateness for the intended purpose and audience, and make changes as necessary.
DOMAIN		Grade 6 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.
SPECIFIC INDICATOR	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.
SPECIFIC INDICATOR	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).
DOMAIN		Grade 6 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
SPECIFIC INDICATOR	5.a.	Interpret figures of speech (e.g., personification) in context.
DOMAIN		Grade 6 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use

GSE STEM	6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 6 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 6 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)
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		Rho de Island World-Class Standards
		Language Arts
		Grade 6 - Adopted: 2021
DOMAIN		Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
DOMAIN		Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	4	Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
SPECIFIC INDICATOR	5	Describe how a text presents information (e.g., sequentially, comparatively, causally), including how written texts incorporate features such as headings.
DOMAIN		Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.
DOMAIN		Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.)
SPECIFIC INDICATOR	2	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

DOMAIN		Standards for Energy in the content Areas – Grades 0–6 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	4	Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
SPECIFIC INDICATOR	5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
DOMAIN		Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.
DOMAIN		Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
SPECIFIC INDICATOR	2.a.	Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
DOMAIN		Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
GSE STEM	6	Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
DOMAIN		Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	9	Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8
		Reading Standard 1 for more on the use of textual evidence.)

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
GSE STEM	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.
GSE STEM	5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Range of Reading and Level of Text Complexity
GSE STEM	10	Independently and proficiently read and comprehend complex literary and informational texts.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GSE STEM	6	Use technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Speaking and Listening

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.
GSE STEM	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.
DOMAIN		Grade 6 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 6 Reading Standards for Literature [RL]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 6 Writing Standard 8 for more on quoting and paraphrasing.)
SPECIFIC INDICATOR	2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of a text distinct from personal opinions or judgments.
DOMAIN		Grade 6 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 6 Reading Standards for Literature [RL]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices, including those that create repeated sounds and rhythms in poetry, on meaning, tone (i.e., author's attitude toward subject or audience), or mood (i.e., emotional atmosphere). (See grade 6 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
	4	meanings; analyze the impact of specific word choices, including those that create repeated sounds and rhythms in poetry, on meaning, tone (i.e., author's attitude toward subject or audience), or mood (i.e., emotional atmosphere).
INDICATOR	4	meanings; analyze the impact of specific word choices, including those that create repeated sounds and rhythms in poetry, on meaning, tone (i.e., author's attitude toward subject or audience), or mood (i.e., emotional atmosphere). (See grade 6 Language Standards 4–6 on applying knowledge of vocabulary to reading.)

GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 6.
DOMAIN		Grade 6 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 6 Reading Standards for Informational Text [RI]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 6 Writing Standard 8 for more on quoting and paraphrasing.)
SPECIFIC INDICATOR	2	Determine a text's central idea(s) and how particular details help convey the idea(s); provide a summary of a text distinct from personal opinions or judgments.
SPECIFIC INDICATOR	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).
DOMAIN		Grade 6 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 6 Reading Standards for Informational Text [RI]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; explain how word choice affects meaning and tone. (See grade 6 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
SPECIFIC INDICATOR	5	Analyze how a particular sentence, paragraph, chapter, section, or text feature (e.g., heading) fits into the overall structure of a text and contributes to the development of the ideas.
DOMAIN		Grade 6 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 6 Reading Standards for Informational Text [RI]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 6.
DOMAIN		Grade 6 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
SPECIFIC INDICATOR	2.a.	Introduce a topic; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

DOMAIN		Grade 6 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 6).
DOMAIN		Grade 6 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	6	Use technology, including current web-based communication platforms, 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.
DOMAIN		Grade 6 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.
DOMAIN		Grade 6 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 6 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
SPECIFIC INDICATOR		Sentence Structure, Variety, and Meaning
INDICATOR	1.c.	Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
DOMAIN		Grade 6 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SPECIFIC INDICATOR	2.b.	Spell correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut).

DOMAIN

Grade 6 Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.
SPECIFIC INDICATOR	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.
SPECIFIC INDICATOR	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).
DOMAIN		Grade 6 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 6 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 6 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)