Main Criteria: Structure and Style for Students
Secondary Criteria: Vermont Content Standards

Subject: Language Arts
Grade: 6

Structure and Style for Students

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

Vermont Content Standards Language Arts Grade 6 - Adopted: 2010 (CCSS)

STANDARD / STRAND

VT.RI.6. Reading Standards for Informational Text

ESSENTIAL KNOWLEDGE AND SKILL I STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
STANDARD /	VT.RI.6.	Reading Standards for Informational Text
STRAND		
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Craft and Structure
ESSENTIAL KNOWLEDGE AND SKILL /	RI.6.4.	Craft and Structure Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD GRADE LEVEL EXPECTATION / KNOWLEDGE	RI.6.4. RI.6.5.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL GRADE LEVEL EXPECTATION / KNOWLEDGE	RI.6.5.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
STANDARD / STRAND	VT.W.6.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
GRADE LEVEL EXPECTATION	W.6.2(a)	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
GRADE LEVEL EXPECTATION	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
GRADE LEVEL EXPECTATION	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
STANDARD / STRAND	VT.W.6.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Production and Distribution of Writing
KNOWLEDGE AND SKILL /	W.6.4.	Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
KNOWLEDGE AND SKILL / ST ANDARD GRADE LEVEL EXPECTATION / KNOWLEDGE	W.6.4. W.6.5.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task,
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL GRADE LEVEL EXPECTATION / KNOWLEDGE KNOWLEDGE	W.6.5.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
KNOWLEDGE AND SKILL / ST AND ARD GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL ST AND ARD /	W.6.5.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
KNOWLEDGE AND SKILL / STANDARD GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL STANDARD / STRAND ESSENTIAL KNOWLEDGE AND SKILL /	W.6.5.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. Writing Standards

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Range of Writing
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / STRAND	VT.SL.6.	Speaking and Listening Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
GRADE LEVEL EXPECTATION	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
GRADE LEVEL EXPECTATION	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
GRADE LEVEL EXPECTATION	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
STANDARD / STRAND	VT.SL.6.	Speaking and Listening Standards
	VT.SL.6.	Speaking and Listening Standards Presentation of Knowledge and Ideas
ESSENTIAL KNOWLEDGE AND SKILL /	VT.SL.6.	
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD GRADE LEVEL EXPECTATION / KNOWLEDGE		Presentation of Knowledge and Ideas Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL GRADE LEVEL EXPECTATION / KNOWLEDGE	SL.6.4.	Presentation of Knowledge and Ideas Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL STANDARD /	SL.6.4. SL.6.6.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL STANDARD / STRAND ESSENTIAL KNOWLEDGE AND SKILL /	SL.6.4. SL.6.6.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. Language Standards

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

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

Vermont Content Standards Language Arts Grade 6 - Adopted: 2010 (CCSS)

$\begin{array}{ll} {\rm STANDARD}\,I & {\rm VT.RI.6.} & {\rm Reading} \,\, {\rm Standards} \,\, {\rm for} \,\, {\rm Informational} \,\, {\rm Text} \\ {\rm STRAND} & \\ \end{array}$

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

$\begin{array}{ll} {\rm STANDARD}\,I & {\rm VT.RI.6.} & {\rm Reading}\,\,{\rm Standards}\,\,{\rm for}\,\,{\rm Informational}\,\,{\rm Text}\\ {\rm STRAND} & \end{array}$

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

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
STANDARD / STRAND	VT.W.6.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
STANDARD / STRAND	VT.W.6.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.6.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
GRADE LEVEL EXPECTATION	W.6.9(b)	Apply grade 6 reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").
STANDARD / STRAND	VT.W.6.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Range of Writing
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / STRAND	VT.SL.6.	Speaking and Listening Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECT ATION / KNOWLEDGE AND SKILL	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

GRADE LEVEL EXPECTATION	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
GRADE LEVEL EXPECTATION	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
GRADE LEVEL EXPECTATION	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
STANDARD / STRAND	VT.SL.6.	Speaking and Listening Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.6.4.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.6.6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
STANDARD / STRAND	VT.L.6.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Conventions of Standard English
0.7		
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION / KNOWLEDGE	L.6.1 .	
GRADE LEVEL EXPECT ATION / KNOWLEDGE AND SKILL		speaking.
GRADE LEVEL EXPECT ATION / KNOWLEDGE AND SKILL GRADE LEVEL EXPECTATION	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). Recognize variations from standard English in their own and others' writing and speaking, and identify and use
GRADE LEVEL EXPECT ATION / KNOWLEDGE AND SKILL GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION STANDARD /	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
GRADE LEVEL EXPECT ATION / KNOWLEDGE AND SKILL GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION STANDARD / STRAND ESSENTIAL KNOWLEDGE AND SKILL /	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. Language Standards

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

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

Vermont Content Standards Language Arts Grade 6 - Adopted: 2010 (CCSS)

STANDARD / V

STANDARD /

STRAND

VT.RI.6. Reading Standards for Informational Text

VT.RI.6. Reading Standards for Informational Text

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

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

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
STANDARD / STRAND	VT.W.6.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
STANDARD / STRAND	VT.W.6.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.6.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
GRADE LEVEL EXPECTATION	W.6.9(b)	Apply grade 6 reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").
STANDARD / STRAND	VT.W.6.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Range of Writing
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / STRAND	VT.SL.6.	Speaking and Listening Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECT ATION / KNOWLEDGE AND SKILL	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

GRADE LEVEL EXPECTATION	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
GRADE LEVEL EXPECTATION	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
GRADE LEVEL EXPECTATION	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
STANDARD / STRAND	VT.SL.6.	Speaking and Listening Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.6.4.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.6.6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
STANDARD / STRAND	VT.L.6.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Conventions of Standard English
0.7		
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION / KNOWLEDGE	L.6.1 .	
GRADE LEVEL EXPECT ATION / KNOWLEDGE AND SKILL		speaking.
GRADE LEVEL EXPECT ATION / KNOWLEDGE AND SKILL GRADE LEVEL EXPECTATION	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). Recognize variations from standard English in their own and others' writing and speaking, and identify and use
GRADE LEVEL EXPECT ATION / KNOWLEDGE AND SKILL GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION STANDARD /	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
GRADE LEVEL EXPECT ATION / KNOWLEDGE AND SKILL GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION STANDARD / STRAND ESSENTIAL KNOWLEDGE AND SKILL /	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. Language Standards

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

UNIT 3: RETELLING NARRATIVE STORIES Week 4 Page 37-44

Vermont Content Standards Language Arts

Grade 6 - Adopted: 2010 (CCSS)

STANDARD / STRAND

VT.RL.6. Reading Standards for Literature

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

STANDARD / STRAND

VT.RL.6. Reading Standards for Literature

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RL.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RL.6.5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RL.6.6.	Explain how an author develops the point of view of the narrator or speaker in a text.
STANDARD / STRAND	VT.RL.6.	Reading Standards for Literature
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RL.6.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STANDARD / STRAND	VT.W.6.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Text Types and Purposes
GRADE LEVEL EXPECT ATION / KNOWLEDGE AND SKILL	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
GRADE LEVEL EXPECTATION	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
STANDARD / STRAND	VT.W.6.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.6.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
GRADE LEVEL EXPECTATION	W.6.3(a)	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

GRADE LEVEL EXPECTATION	W.6.3(b)	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
GRADE LEVEL EXPECTATION	W.6.3(d)	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
GRADE LEVEL EXPECTATION	W.6.3(e)	Provide a conclusion that follows from the narrated experiences or events.
STANDARD / STRAND	VT.W.6.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
STANDARD / STRAND	VT.W.6.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
STANDARD / STRAND	VT.W.6.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Range of Writing
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / STRAND	VT.SL.6.	Speaking and Listening Standards

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

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.6.2(b)	Spell correctly.
STANDARD / STRAND	VT.L.6.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
GRADE LEVEL EXPECTATION	L.6.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE LEVEL EXPECTATION	L.6.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STANDARD / STRAND	VT.L.6.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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UNIT 3: RETELLING NARRATIVE STORIES Week 5 Page 45-52

Vermont Content Standards
Language Arts
Grade 6 - Adopted: 2010 (CCSS)

STANDARD / VT.RL.6. Reading Standards for Literature STRAND

AND SKILL

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

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RL.6.3.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
STANDARD / STRAND	VT.RL.6.	Reading Standards for Literature
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RL.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RL.6.5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RL.6.6.	Explain how an author develops the point of view of the narrator or speaker in a text.
STANDARD / STRAND	VT.RL.6.	Reading Standards for Literature
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Range of Reading and Level of Text Complexity
KNOWLEDGE AND SKILL /	RL.6.10.	Range of Reading and Level of Text Complexity By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
KNOWLEDGE AND SKILL / ST ANDARD GRADE LEVEL EXPECTATION / KNOWLEDGE	RL.6.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text
KNOWLEDGE AND SKILL / ST ANDARD GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL ST ANDARD /		By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
KNOWLEDGE AND SKILL / ST ANDARD GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL ST ANDARD / ST RAND ESSENTIAL KNOWLEDGE AND SKILL /	VT.W.6.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. Writing Standards
KNOWLEDGE AND SKILL / ST ANDARD GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL ST ANDARD / ST RAND ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD GRADE LEVEL EXPECTATION / KNOWLEDGE	VT.W.6.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. Writing Standards Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information
KNOWLEDGE AND SKILL / STANDARD GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL STANDARD / STRAND ESSENTIAL KNOWLEDGE AND SKILL / STANDARD GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL / STANDARD	VT.W.6.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. Writing Standards Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
KNOWLEDGE AND SKILL / STANDARD GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL STANDARD / STRAND ESSENTIAL KNOWLEDGE AND SKILL / STANDARD GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL / STANDARD GRADE LEVEL EXPECTATION STANDARD /	VT.W.6. W.6.2.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. Writing Standards Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

GRADE LEVEL EXPECT ATION / KNOWLEDGE AND SKILL	W.6.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
GRADE LEVEL EXPECTATION	W.6.3(a)	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
GRADE LEVEL EXPECTATION	W.6.3(b)	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
GRADE LEVEL EXPECTATION	W.6.3(d)	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
GRADE LEVEL EXPECTATION	W.6.3(e)	Provide a conclusion that follows from the narrated experiences or events.
STANDARD / STRAND	VT.W.6.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
STANDARD / STRAND	VT.W.6.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
STANDARD / STRAND	VT.W.6.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Range of Writing

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

STANDARD / STRAND	VT.L.6.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.6.2(b)	Spell correctly.
STANDARD / STRAND	VT.L.6.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECT ATION / KNOWLEDGE AND SKILL	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
GRADE LEVEL EXPECTATION	L.6.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE LEVEL EXPECTATION	L.6.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STANDARD / STRAND	VT.L.6.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

Vermont Content Standards Language Arts Grade 6 - Adopted: 2010 (CCSS)

VT.RL.6. Reading Standards for Literature

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Key Ideas and Details
GRADE LEVEL	RL.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

EXPECTATION / KNOWLEDGE AND SKILL

STANDARD / STRAND

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

EXPECTATION

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

EXPECTATION /
KNOWLEDGE
AND SKILL

others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages

STANDARD / STRAND

VT.W.6. Writing Standards

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Research to Build and Present Knowledge
GRADE LEVEL	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or

EXPECTATION / KNOWLEDGE AND SKILL 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.

STANDARD /	VT.W.6.	Writing	Standards
STRAND			

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

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

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

Vermont Content Standards
Language Arts
Grade 6 - Adopted: 2010 (CCSS)

 $\begin{array}{ll} {\rm STANDARD}\,I & {\rm VT.RI.6.} & {\rm Reading} \,\, {\rm Standards} \,\, {\rm for} \,\, {\rm Informational} \,\, {\rm Text} \\ {\rm STRAND} & \end{array}$

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

GRADE LEVEL EXPECTATION	W.6.2(a)	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
GRADE LEVEL EXPECTATION	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
GRADE LEVEL EXPECTATION	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
STANDARD / STRAND	VT.W.6.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
STANDARD / STRAND	VT.W.6.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
STANDARD / STRAND	VT.W.6.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Range of Writing

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

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

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Vermont Content Standards Language Arts Grade 6 - Adopted: 2010 (CCSS)

STANDARD / STRAND

VT.RI.6. Reading Standards for Informational Text

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

STANDARD / STRAND

$\label{eq:total_vt_relation} \textbf{VT.RI.6.} \quad \textbf{Reading Standards for Informational Text}$

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	Craft and Structure	
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.6.5.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
STANDARD / STRAND	VT.RI.6.	Reading Standards for Informational Text
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
STANDARD / STRAND	VT.W.6.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
GRADE LEVEL EXPECTATION	W.6.2(a)	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
GRADE LEVEL EXPECTATION	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
GRADE LEVEL EXPECTATION	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
STANDARD / STRAND	VT.W.6.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION / KNOWLEDGE	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

AND SKILL

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

STANDARD / STRAND	VT.L.6.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL I STANDARD		Conventions of Standard English
GRADE LEVEL EXPECT ATION / KNOWLEDGE AND SKILL	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
GRADE LEVEL EXPECTATION	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
STANDARD / STRAND	VT.L.6.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL I STANDARD		Conventions of Standard English
GRADE LEVEL EXPECT ATION / KNOWLEDGE AND SKILL	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.6.2(b)	Spell correctly.
STANDARD / STRAND	VT.L.6.	Language Standards
	VT.L.6.	Language Standards Vocabulary Acquisition and Use
ESSENTIAL KNOWLEDGE AND SKILL /	VT.L.6.	
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD GRADE LEVEL EXPECTATION / KNOWLEDGE		Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL GRADE LEVEL	L.6.4.	Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL GRADE LEVEL EXPECTATION GRADE LEVEL	L.6.4(a) L.6.4(d)	Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION STANDARD /	L.6.4(a) L.6.4(d)	Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. 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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STANDARD /

STANDARD /

STRAND

VT.W.6. Writing Standards

VT.RI.6. Reading Standards for Informational Text

STRAND	V 1	Reading Standards for informational rest
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
STANDARD / STRAND	VT.RI.6.	Reading Standards for Informational Text
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.6.5.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
STANDARD / STRAND	VT.RI.6.	Reading Standards for Informational Text
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

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

AND SKILL

STANDARD /	VT.W.6.	Writing	Standards
STRAND			

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

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.6.2(b)	Spell correctly.
STANDARD / STRAND	VT.L.6.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECT ATION / KNOWLEDGE AND SKILL	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
GRADE LEVEL EXPECTATION	L.6.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE LEVEL EXPECTATION	L.6.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STANDARD / STRAND	VT.L.6.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		UNIT 5: WRITING FROM PICTURES Week 10 Page 89-98

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

Vermont Content Standards Language Arts Grade 6 - Adopted: 2010 (CCSS)

$\begin{array}{ll} {\rm STANDARD}\,I & {\rm VT.RI.6.} & {\rm Reading} \,\, {\rm Standards} \,\, {\rm for} \,\, {\rm Informational} \,\, {\rm Text} \\ {\rm STRAND} & \end{array}$

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

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

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
STANDARD / STRAND	VT.W.6.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
STANDARD / STRAND	VT.W.6.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Range of Writing
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / STRAND	VT.L.6.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
GRADE LEVEL EXPECTATION	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
STANDARD / STRAND	VT.L.6.	Language Standards

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.6.2(b)	Spell correctly.
STANDARD / STRAND	VT.L.6.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
GRADE LEVEL EXPECTATION	L.6.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE LEVEL EXPECTATION	L.6.4(c)	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
GRADE LEVEL EXPECTATION	L.6.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STANDARD / STRAND	VT.L.6.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		UNIT 5: WRITING FROM PICTURES Week 11 Page 99-106
		Vermont Content Standards

Vermont Content Standards
Language Arts
Grade 6 - Adopted: 2010 (CCSS)

$\begin{array}{ll} {\rm STANDARD}\,I & {\rm VT.RI.6.} & {\rm Reading}\,\,{\rm Standards}\,\,{\rm for}\,\,{\rm Informational}\,\,{\rm Text}\\ {\rm STRAND} & \end{array}$

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

GRADE LEVEL EXPECTATION	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
STANDARD / STRAND	VT.W.6.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
STANDARD / STRAND	VT.W.6.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
STANDARD / STRAND	VT.W.6.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Range of Writing
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / STRAND	VT.L.6.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL I STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

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Vermont Content Standards
Language Arts
Grade 6 - Adopted: 2010 (CCSS)

STANDARD / STRAND

VT.RL.6. Reading Standards for Literature

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RL.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RL.6.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RL.6.3.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
STANDARD / STRAND	VT.RL.6.	Reading Standards for Literature
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RL.6.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STANDARD / STRAND	VT.W.6.	Writing Standards
ESSENTIAL KNOWLEDGE		Text Types and Purposes
AND SKILL / STANDARD		
AND SKILL /	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
AND SKILL / STANDARD GRADE LEVEL EXPECTATION / KNOWLEDGE	W.6.2. W.6.2(a)	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information
AND SKILL / STANDARD GRADE LEVEL EXPECT ATION / KNOWLEDGE AND SKILL GRADE LEVEL		Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and
AND SKILL / STANDARD GRADE LEVEL EXPECT ATION / KNOWLEDGE AND SKILL GRADE LEVEL EXPECTATION STANDARD /	W.6.2(a)	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
AND SKILL / STANDARD GRADE LEVEL EXPECT ATION / KNOWLEDGE AND SKILL GRADE LEVEL EXPECTATION STANDARD / STRAND ESSENTIAL KNOWLEDGE AND SKILL /	W.6.2(a)	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Writing Standards

GRADE LEVEL EXPECTATION	W.6.3(b)	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
GRADE LEVEL EXPECTATION	W.6.3(d)	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
STANDARD / STRAND	VT.W.6.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
STANDARD / STRAND	VT.W.6.	Writing Standards
	VT.W.6.	Writing Standards Range of Writing
ESSENTIAL KNOWLEDGE AND SKILL /	VT.W.6. W.6.10.	
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD GRADE LEVEL EXPECTATION / KNOWLEDGE		Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL STANDARD /	W.6.10.	Range of Writing 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.
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL STANDARD / STRAND ESSENTIAL KNOWLEDGE AND SKILL /	W.6.10.	Range of Writing 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. Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL STANDARD / STRAND ESSENTIAL KNOWLEDGE AND SKILL / STANDARD / GRADE LEVEL EXPECTATION / KNOWLEDGE	W.6.10. VT.L.6.	Range of Writing 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. Language Standards Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or

STANDARD / STRAND	VT.L.6.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL I STANDARD		Conventions of Standard English
GRADE LEVEL EXPECT ATION / KNOWLEDGE AND SKILL	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.6.2(b)	Spell correctly.
STANDARD / STRAND	VT.L.6.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECT ATION / KNOWLEDGE AND SKILL	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
GRADE LEVEL EXPECTATION	L.6.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE LEVEL EXPECTATION	L.6.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STANDARD / STRAND	VT.L.6.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL I STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

Vermont Content Standards
Language Arts
Grade 6 - Adopted: 2010 (CCSS)

STANDARD / STRAND

AND SKILL

VT.RI.6. Reading Standards for Informational Text

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

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
STANDARD / STRAND	VT.RI.6.	Reading Standards for Informational Text
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.6.5.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
STANDARD / STRAND	VT.RI.6.	Reading Standards for Informational Text
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.6.9.	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
STANDARD / STRAND	VT.W.6.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
GRADE LEVEL EXPECTATION	W.6.2(a)	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and

GRADE LEVEL EXPECTATION	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
GRADE LEVEL EXPECTATION	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
STANDARD / STRAND	VT.W.6.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
STANDARD / STRAND	VT.W.6.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
ST ANDARD / ST RAND	VT.W.6.	Writing Standards
ESSENTIAL		Research to Build and Present Knowledge
KNOWLEDGE AND SKILL / STANDARD		
	W.6.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

STANDARD /	VT.W.6.	Writing	Standards
STRAND			

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

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

Vermont Content Standards Language Arts

Grade 6 - Adopted: 2010 (CCSS)

STANDARD / STRAND

VT.RI.6. Reading Standards for Informational Text

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

STANDARD / STRAND	VT.RI.6.	Reading Standards for Informational Text
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.6.5.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
STANDARD / STRAND	VT.RI.6.	Reading Standards for Informational Text
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.6.9.	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
STANDARD / STRAND	VT.W.6.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Text Types and Purposes
GRADE LEVEL EXPECT ATION / KNOWLEDGE AND SKILL	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
GRADE LEVEL EXPECTATION	W.6.2(a)	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

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

VT.W.6. Writing Standards

STANDARD /

STRAND

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

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

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

UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 15 Page 141-152

Vermont Content Standards Language Arts Grade 6 - Adopted: 2010 (CCSS)

STANDARD / STRAND

STANDARD /

ESSENTIAL

KNOWLEDGE AND SKILL / STANDARD

STRAND

${\it VT.RI.6.} \quad {\it Reading Standards for Informational Text}$

VT.RI.6. Reading Standards for Informational Text

Craft and Structure

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

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.6.5.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
STANDARD / STRAND	VT.RI.6.	Reading Standards for Informational Text
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.6.9.	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
STANDARD / STRAND	VT.W.6.	Writing Standards
		Text Types and Purposes
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		
KNOWLEDGE AND SKILL /	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
KNOWLEDGE AND SKILL / STANDARD GRADE LEVEL EXPECTATION / KNOWLEDGE	W.6.2. W.6.2(a)	
KNOWLEDGE AND SKILL / STANDARD GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL GRADE LEVEL		Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and
KNOWLEDGE AND SKILL / ST ANDARD GRADE LEVEL EXPECT AT ION / KNOWLEDGE AND SKILL GRADE LEVEL EXPECTATION GRADE LEVEL	W.6.2(a)	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
KNOWLEDGE AND SKILL / STANDARD GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL	W.6.2(a) W.6.2(b) W.6.2(d)	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
KNOWLEDGE AND SKILL / ST ANDARD GRADE LEVEL EXPECT ATION / KNOWLEDGE AND SKILL GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION ST ANDARD /	W.6.2(a) W.6.2(b) W.6.2(d)	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use precise language and domain-specific vocabulary to inform about or explain the topic.

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

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

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
GRADE LEVEL EXPECTATION	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
GRADE LEVEL EXPECTATION	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
GRADE LEVEL EXPECTATION	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
STANDARD / STRAND	VT.L.6.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
GRADE LEVEL EXPECTATION	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
STANDARD / STRAND	VT.L.6.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.6.2(b)	Spell correctly.
STANDARD / STRAND	VT.L.6.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL I STANDARD		Vocabulary Acquisition and Use

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

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STANDARD / STRAND

VT.RI.6. Reading Standards for Informational Text

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

STANDARD / STRAND

VT.RI.6. Reading Standards for Informational Text

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	Craft and Structure	
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.6.5.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
STANDARD / STRAND	VT.RI.6.	Reading Standards for Informational Text
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.6.9.	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
STANDARD / STRAND	VT.W.6.	Writing Standards
		Text Types and Purposes
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		
KNOWLEDGE AND SKILL /	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
KNOWLEDGE AND SKILL / STANDARD GRADE LEVEL EXPECTATION / KNOWLEDGE	W.6.2. W.6.2(a)	
KNOWLEDGE AND SKILL / STANDARD GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL GRADE LEVEL		Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and
KNOWLEDGE AND SKILL / ST ANDARD GRADE LEVEL EXPECT AT ION / KNOWLEDGE AND SKILL GRADE LEVEL EXPECTATION GRADE LEVEL	W.6.2(a)	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
KNOWLEDGE AND SKILL / STANDARD GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL	W.6.2(a) W.6.2(b) W.6.2(d)	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
KNOWLEDGE AND SKILL / ST ANDARD GRADE LEVEL EXPECT ATION / KNOWLEDGE AND SKILL GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION ST ANDARD /	W.6.2(a) W.6.2(b) W.6.2(d)	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use precise language and domain-specific vocabulary to inform about or explain the topic.

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

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

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
GRADE LEVEL EXPECTATION	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
GRADE LEVEL EXPECTATION	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
GRADE LEVEL EXPECTATION	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
STANDARD / STRAND	VT.L.6.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Conventions of Standard English
GRADE LEVEL EXPECT ATION / KNOWLEDGE AND SKILL	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
GRADE LEVEL EXPECTATION	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
STANDARD / STRAND	VT.L.6.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Conventions of Standard English
GRADE LEVEL EXPECT ATION / KNOWLEDGE AND SKILL	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.6.2(b)	Spell correctly.
ST ANDARD / ST RAND	VT.L.6.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use

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

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Vermont Content Standards Language Arts Grade 6 - Adopted: 2010 (CCSS)

STANDARD / STRAND	VT.W.6.	Writing Standards

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
GRADE LEVEL EXPECTATION	W.6.2(a)	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
GRADE LEVEL EXPECTATION	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
GRADE LEVEL EXPECTATION	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
GRADE LEVEL EXPECTATION	W.6.2(f)	Provide a concluding statement or section that follows from the information or explanation presented.
STANDARD / STRAND	VT.W.6.	Writing Standards

KNOWLEDGE AND SKILL / STANDARD	AND SKILL /	Production and Distribution of Writing	
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
STANDARD / STRAND	VT.W.6.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Range of Writing
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / STRAND	VT.SL.6.	Speaking and Listening Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
GRADE LEVEL EXPECTATION	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
GRADE LEVEL EXPECTATION	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
GRADE LEVEL EXPECTATION	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
STANDARD / STRAND	VT.L.6.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

GRADE LEVEL EXPECTATION	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
GRADE LEVEL EXPECTATION	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
STANDARD / STRAND	VT.L.6.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.6.2(b)	Spell correctly.
STANDARD / STRAND	VT.L.6.	Language Standards
ESSENTIAL		Vocabulary Acquisition and Use
KNOWLEDGE AND SKILL / STANDARD		

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vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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STANDARD / STRAND

EXPECTATION /

KNOWLEDGE AND SKILL

VT.W.6. Writing Standards

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

GRADE LEVEL EXPECTATION	W.6.2(f)	Provide a concluding statement or section that follows from the information or explanation presented.
STANDARD / STRAND	VT.W.6.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.6.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
GRADE LEVEL EXPECTATION	W.6.3(a)	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
GRADE LEVEL EXPECTATION	W.6.3(b)	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
GRADE LEVEL EXPECTATION	W.6.3(d)	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
GRADE LEVEL EXPECTATION	W.6.3(e)	Provide a conclusion that follows from the narrated experiences or events.
STANDARD / STRAND	VT.W.6.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
STANDARD / STRAND	VT.W.6.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Range of Writing

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / STRAND	VT.L.6.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
GRADE LEVEL EXPECTATION	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
STANDARD / STRAND	VT.L.6.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.6.2(b)	Spell correctly.
STANDARD / STRAND	VT.L.6.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		UNIT 7: INVENTIVE WRITING Week 19 Page 173-178

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STANDARD /	VT.W.6.	Writing Standards
STRAND		

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

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
GRADE LEVEL EXPECTATION	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
STANDARD / STRAND	VT.L.6.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.6.2(b)	Spell correctly.
STANDARD / STRAND	VT.L.6.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Vermont Content Standards Language Arts Grade 6 - Adopted: 2010 (CCSS)

VT.RI.6. Reading Standards for Informational Text

STANDARD / STRAND

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

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
STANDARD / STRAND	VT.RI.6.	Reading Standards for Informational Text
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.6.5.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
STANDARD / STRAND	VT.RI.6.	Reading Standards for Informational Text
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.6.9.	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
STANDARD / STRAND	VT.W.6.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Text Types and Purposes
GRADE LEVEL EXPECT ATION / KNOWLEDGE AND SKILL	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
GRADE LEVEL EXPECTATION	W.6.2(a)	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
GRADE LEVEL EXPECTATION	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

GRADE LEVEL EXPECTATION	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
GRADE LEVEL EXPECTATION	W.6.2(e)	Establish and maintain a formal style.
GRADE LEVEL EXPECTATION	W.6.2(f)	Provide a concluding statement or section that follows from the information or explanation presented.
STANDARD / STRAND	VT.W.6.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
STANDARD / STRAND	VT.W.6.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
STANDARD / STRAND	VT.W.6.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECT ATION / KNOWLEDGE AND SKILL	W.6.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

GRADE LEVEL EXPECTATION	W.6.9(a)	Apply grade 6 reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").
STANDARD / STRAND	VT.W.6.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Range of Writing
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / STRAND	VT.L.6.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION I KNOWLEDGE AND SKILL	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
GRADE LEVEL EXPECTATION	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
STANDARD / STRAND	VT.L.6.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION I KNOWLEDGE AND SKILL	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.6.2(b)	Spell correctly.
STANDARD / STRAND	VT.L.6.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
GRADE LEVEL EXPECTATION	L.6.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

GRADE LEVEL EXPECTATION	L.6.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STANDARD / STRAND	VT.L.6.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		UNIT 8: FORMAL ESSAY MODELS Week 21 Page 193-202
		Vermont Content Standards Language Arts Grade 6 - Adopted: 2010 (CCSS)
STANDARD / STRAND	VT.RI.6.	Reading Standards for Informational Text
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
STANDARD / STRAND	VT.RI.6.	Reading Standards for Informational Text
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
GRADE LEVEL EXPECTATION / KNOWLEDGE	RI.6.5.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

$\begin{array}{ll} {\rm STANDARD}\, I & {\rm VT.RI.6.} & {\rm Reading} \,\, {\rm Standards} \,\, {\rm for} \,\, {\rm Informational} \,\, {\rm Text} \\ {\rm STRAND} & \\ \end{array}$

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.6.9.	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
STANDARD / STRAND	VT.W.6.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
GRADE LEVEL EXPECTATION	W.6.2(a)	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
GRADE LEVEL EXPECTATION	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
GRADE LEVEL EXPECTATION	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
GRADE LEVEL EXPECTATION	W.6.2(e)	Establish and maintain a formal style.
GRADE LEVEL EXPECTATION	W.6.2(f)	Provide a concluding statement or section that follows from the information or explanation presented.
STANDARD / STRAND	VT.W.6.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION / KNOWLEDGE	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
STANDARD / STRAND	VT.W.6.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
STANDARD / STRAND	VT.W.6.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Research to Build and Present Knowledge
KNOWLEDGE AND SKILL /	W.6.9.	Research to Build and Present Knowledge Draw evidence from literary or informational texts to support analysis, reflection, and research.
KNOWLEDGE AND SKILL / STANDARD GRADE LEVEL EXPECTATION / KNOWLEDGE	W.6.9. W.6.9(a)	
KNOWLEDGE AND SKILL / STANDARD GRADE LEVEL EXPECT ATION / KNOWLEDGE AND SKILL GRADE LEVEL	W.6.9(a)	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 6 reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g.,
KNOWLEDGE AND SKILL / STANDARD GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL GRADE LEVEL EXPECTATION STANDARD /	W.6.9(a)	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 6 reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").
KNOWLEDGE AND SKILL / STANDARD GRADE LEVEL EXPECT ATION / KNOWLEDGE AND SKILL GRADE LEVEL EXPECTATION STANDARD / STRAND ESSENTIAL KNOWLEDGE AND SKILL /	W.6.9(a)	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 6 reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics"). Writing Standards
KNOWLEDGE AND SKILL / STANDARD GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL GRADE LEVEL EXPECTATION STANDARD / STRAND ESSENTIAL KNOWLEDGE AND SKILL / STANDARD GRADE LEVEL EXPECTATION / KNOWLEDGE	W.6.9(a) VT.W.6.	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 6 reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics"). Writing Standards Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a
KNOWLEDGE AND SKILL / STANDARD GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL GRADE LEVEL EXPECTATION STANDARD / STRAND ESSENTIAL KNOWLEDGE AND SKILL / STANDARD GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL STANDARD /	W.6.9(a) VT.W.6.	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 6 reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics"). Writing Standards Range of Writing 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.

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
GRADE LEVEL EXPECTATION	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
GRADE LEVEL EXPECTATION	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
GRADE LEVEL EXPECTATION	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
STANDARD / STRAND	VT.L.6.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
GRADE LEVEL EXPECTATION	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
STANDARD / STRAND	VT.L.6.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Conventions of Standard English
GRADE LEVEL EXPECT ATION / KNOWLEDGE AND SKILL	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.6.2(b)	Spell correctly.
STANDARD / STRAND	VT.L.6.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
GRADE LEVEL EXPECTATION	L.6.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

GRADE LEVEL EXPECTATION	L.6.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STANDARD / STRAND	VT.L.6.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		UNIT 9: FORMAL CRITIQUE Week 22 Page 203-219
		<u> </u>
		Vermont Content Standards Language Arts Grade 6 - Adopted: 2010 (CCSS)
STANDARD /	VT.RI.6	Reading Standards for Literature
STRAND	VI IKLIO	Reading Standards for Effectuate
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RL.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RL.6.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RL.6.3.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
STANDARD / STRAND	VT.RL.6.	Reading Standards for Literature
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RL.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
GRADE LEVEL	RL.6.5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to

EXPECTATION /

KNOWLEDGE AND SKILL the development of the theme, setting, or plot.

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RL.6.6.	Explain how an author develops the point of view of the narrator or speaker in a text.
STANDARD / STRAND	VT.RL.6.	Reading Standards for Literature
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RL.6.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STANDARD / STRAND	VT.RI.6.	Reading Standards for Informational Text
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
STANDARD / STRAND	VT.RI.6.	Reading Standards for Informational Text
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
STANDARD / STRAND	VT.RI.6.	Reading Standards for Informational Text
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Integration of Knowledge and Ideas

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

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

GRADE LEVEL EXPECTATION	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
GRADE LEVEL EXPECTATION	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
STANDARD / STRAND	VT.L.6.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL I STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.6.2(b)	Spell correctly.
STANDARD / STRAND	VT.L.6.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Knowledge of Language
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE LEVEL EXPECTATION	L.6.3(b)	Maintain consistency in style and tone.
STANDARD / STRAND	VT.L.6.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
GRADE LEVEL EXPECTATION	L.6.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE LEVEL EXPECTATION	L.6.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STANDARD / STRAND	VT.L.6.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use

GRADE LEVEL EXPECT ATION I KNOWLEDGE AND SKILL	L.6.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
GRADE LEVEL EXPECTATION	L.6.5(a)	Interpret figures of speech (e.g., personification) in context.
STANDARD / STRAND	VT.L.6.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Vermont Content Standards Language Arts

Grade 6 - Adopted: 2010 (CCSS)

STANDARD / STRAND

VT.RL.6. Reading Standards for Literature

ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RL.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RL.6.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RL.6.3.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

STANDARD / STRAND

VT.RL.6. Reading Standards for Literature

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

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RL.6.5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RL.6.6.	Explain how an author develops the point of view of the narrator or speaker in a text.
STANDARD / STRAND	VT.RL.6.	Reading Standards for Literature
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RL.6.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STANDARD / STRAND	VT.RI.6.	Reading Standards for Informational Text
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
STANDARD / STRAND	VT.RI.6.	Reading Standards for Informational Text
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
STANDARD / STRAND	VT.RI.6.	Reading Standards for Informational Text

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
STANDARD / STRAND	VT.W.6.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
GRADE LEVEL EXPECTATION	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
STANDARD / STRAND	VT.W.6.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Text Types and Purposes
GRADE LEVEL EXPECT ATION / KNOWLEDGE AND SKILL	W.6.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
EXPECTATION / KNOWLEDGE	W.6.3 .	
EXPECT ATION / KNOWLEDGE AND SKILL GRADE LEVEL		descriptive details, and well-structured event sequences. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an
GRADE LEVEL GRADE LEVEL GRADE LEVEL	W.6.3(a)	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or
GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL	W.6.3(a) W.6.3(b)	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and
GRADE LEVEL EXPECTATION	W.6.3(a) W.6.3(b) W.6.3(d) W.6.3(e)	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
GRADE LEVEL EXPECTATION STANDARD /	W.6.3(a) W.6.3(b) W.6.3(d) W.6.3(e)	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. Provide a conclusion that follows from the narrated experiences or events.

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
STANDARD / STRAND	VT.W.6.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
STANDARD / STRAND	VT.W.6.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Range of Writing
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / STRAND	VT.SL.6.	Speaking and Listening Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
GRADE LEVEL EXPECTATION	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
GRADE LEVEL EXPECTATION	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
GRADE LEVEL EXPECTATION	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
STANDARD / STRAND	VT.L.6.	Language Standards

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
GRADE LEVEL EXPECTATION	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
STANDARD / STRAND	VT.L.6.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.6.2(b)	Spell correctly.
STANDARD / STRAND	VT.L.6.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Knowledge of Language
GRADE LEVEL EXPECT ATION / KNOWLEDGE AND SKILL	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE LEVEL EXPECTATION	L.6.3(b)	Maintain consistency in style and tone.
STANDARD / STRAND	VT.L.6.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
GRADE LEVEL EXPECTATION	L.6.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE LEVEL EXPECTATION	L.6.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

STANDARD / VT.L.6. Language Standards STRAND

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	Vocabulary Acquisition and Use
GRADE LEVEL L.6.5. EXPECT ATION / KNOWLEDGE AND SKILL	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

GRADE LEVEL EXPECTATION

L.6.5(a)

L.6.6.

Interpret figures of speech (e.g., personification) in context.

STANDARD / STRAND

VT.L.6. Language Standards

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Vocabulary Acquisition and Use

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Vermont Content Standards Language Arts Grade 6 - Adopted: 2010 (CCSS)

STANDARD / STRAND

VT.RL.6. Reading Standards for Literature

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

STANDARD / STRAND

VT.RL.6. Reading Standards for Literature

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Craft and Structure
GRADE LEVEL	RL.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

STANDARD / VT.RL.6. Reading Standards for Literature STRAND

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RL.6.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STANDARD / STRAND	VT.RI.6.	Reading Standards for Informational Text
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
STANDARD / STRAND	VT.RI.6.	Reading Standards for Informational Text
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.6.5.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
STANDARD / STRAND	VT.RI.6.	Reading Standards for Informational Text
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Integration of Knowledge and Ideas

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
STANDARD / STRAND	VT.W.6.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
STANDARD / STRAND	VT.W.6.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Range of Writing
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / STRAND	VT.L.6.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
GRADE LEVEL EXPECTATION	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
STANDARD / STRAND	VT.L.6.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Conventions of Standard English

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.6.2(b)	Spell correctly.
STANDARD / STRAND	VT.L.6.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL I STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECT ATION / KNOWLEDGE AND SKILL	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
GRADE LEVEL EXPECTATION	L.6.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE LEVEL EXPECTATION	L.6.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STANDARD / STRAND	VT.L.6.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.