

Structure and Style for Students

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

Washington State K-12 Learning Standards and Guidelines
Language Arts
Grade 6 - Adopted: 2011

EALR **WA.RI.6. Reading Standards for Informational Text**

BIG IDEA / CORE CONTENT		Key Ideas and Details
CORE CONTENT / CONTENT STANDARD	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
CORE CONTENT / CONTENT STANDARD	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.
CORE CONTENT / CONTENT STANDARD	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).

EALR **WA.RI.6. Reading Standards for Informational Text**

BIG IDEA / CORE CONTENT		Craft and Structure
CORE CONTENT / CONTENT STANDARD	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
CORE CONTENT / CONTENT STANDARD	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.

EALR **WA.RI.6. Reading Standards for Informational Text**

BIG IDEA / CORE CONTENT		Integration of Knowledge and Ideas
CORE CONTENT / CONTENT STANDARD	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.

EALR **WA.W.6. Writing Standards**

BIG IDEA / CORE CONTENT		Text Types and Purposes
CORE CONTENT / CONTENT STANDARD	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.

CONTENT STANDARD / PERFORMANCE 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.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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EALR WA.W.6. Writing Standards

BIG IDEA / CORE CONTENT		Production and Distribution of Writing
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CORE CONTENT / CONTENT STANDARD	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.)
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CORE CONTENT / CONTENT STANDARD	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.
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EALR WA.W.6. Writing Standards

BIG IDEA / CORE CONTENT		Research to Build and Present Knowledge
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CORE CONTENT / CONTENT STANDARD	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
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EALR WA.W.6. Writing Standards

BIG IDEA / CORE CONTENT		Range of Writing
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CORE CONTENT / CONTENT STANDARD	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.
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EALR **WA.SL.6. Speaking and Listening Standards**

BIG IDEA / CORE CONTENT		Comprehension and Collaboration
CORE CONTENT / CONTENT STANDARD	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.

CONTENT STANDARD / PERFORMANCE 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.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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CONTENT STANDARD / PERFORMANCE 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.
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EALR **WA.SL.6. Speaking and Listening Standards**

BIG IDEA / CORE CONTENT		Presentation of Knowledge and Ideas
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CORE CONTENT / CONTENT STANDARD	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.
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CORE CONTENT / CONTENT STANDARD	SL.6.6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
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EALR **WA.L.6. Language Standards**

BIG IDEA / CORE CONTENT		Conventions of Standard English
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CORE CONTENT / CONTENT STANDARD	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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CONTENT STANDARD / PERFORMANCE 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.
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EALR **WA.L.6. Language Standards**

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
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CORE CONTENT / CONTENT STANDARD	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.
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CONTENT STANDARD / PERFORMANCE 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.

CONTENT STANDARD / PERFORMANCE 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).

EALR WA.L.6. Language Standards

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
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CORE CONTENT / CONTENT STANDARD 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.

**Washington State K-12 Learning Standards and Guidelines
Language Arts
Grade 6 - Adopted: 2011**

EALR WA.RI.6. Reading Standards for Informational Text

BIG IDEA / CORE CONTENT		Key Ideas and Details
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CORE CONTENT / CONTENT STANDARD RI.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CORE CONTENT / CONTENT STANDARD 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.

CORE CONTENT / CONTENT STANDARD 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).

EALR WA.RI.6. Reading Standards for Informational Text

BIG IDEA / CORE CONTENT		Craft and Structure
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CORE CONTENT / CONTENT STANDARD	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
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CORE CONTENT / CONTENT STANDARD	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.
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EALR **WA.RI.6. Reading Standards for Informational Text**

BIG IDEA / CORE CONTENT		Integration of Knowledge and Ideas
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CORE CONTENT / CONTENT STANDARD	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.
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EALR **WA.W.6. Writing Standards**

BIG IDEA / CORE CONTENT		Text Types and Purposes
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CORE CONTENT / CONTENT STANDARD	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.
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CONTENT STANDARD / PERFORMANCE 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.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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EALR **WA.W.6. Writing Standards**

BIG IDEA / CORE CONTENT		Production and Distribution of Writing
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CORE CONTENT / CONTENT STANDARD	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.)
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CORE CONTENT / CONTENT STANDARD	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.
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CORE CONTENT / CONTENT STANDARD	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.
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EALR WA.W.6. Writing Standards

BIG IDEA / CORE CONTENT		Research to Build and Present Knowledge
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CORE CONTENT / CONTENT STANDARD	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
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EALR WA.W.6. Writing Standards

BIG IDEA / CORE CONTENT		Research to Build and Present Knowledge
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CORE CONTENT / CONTENT STANDARD	W.6.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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CONTENT STANDARD / PERFORMANCE 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").
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EALR WA.W.6. Writing Standards

BIG IDEA / CORE CONTENT		Range of Writing
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CORE CONTENT / CONTENT STANDARD	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.
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EALR WA.SL.6. Speaking and Listening Standards

BIG IDEA / CORE CONTENT		Comprehension and Collaboration
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CORE CONTENT / CONTENT STANDARD	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.
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CONTENT STANDARD / PERFORMANCE 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.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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CONTENT STANDARD / PERFORMANCE 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.
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EALR **WA.SL.6. Speaking and Listening Standards**

BIG IDEA / CORE CONTENT		Presentation of Knowledge and Ideas
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CORE CONTENT / CONTENT STANDARD	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.
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CORE CONTENT / CONTENT STANDARD	SL.6.6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
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EALR **WA.L.6. Language Standards**

BIG IDEA / CORE CONTENT		Conventions of Standard English
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CORE CONTENT / CONTENT STANDARD	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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CONTENT STANDARD / PERFORMANCE 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.
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EALR **WA.L.6. Language Standards**

BIG IDEA / CORE CONTENT		Conventions of Standard English
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CORE CONTENT / CONTENT STANDARD	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.6.2(b)	Spell correctly.
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EALR WA.L.6. Language Standards

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	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.

CONTENT STANDARD / PERFORMANCE 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.

CONTENT STANDARD / PERFORMANCE 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).

EALR WA.L.6. Language Standards

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
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CORE CONTENT / CONTENT STANDARD 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.

**Washington State K-12 Learning Standards and Guidelines
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EALR WA.RI.6. Reading Standards for Informational Text

BIG IDEA / CORE CONTENT		Key Ideas and Details
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CORE CONTENT / CONTENT STANDARD RI.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CORE CONTENT / CONTENT STANDARD 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.

CORE CONTENT / CONTENT STANDARD 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).

EALR WA.RI.6. Reading Standards for Informational Text

BIG IDEA / CORE CONTENT		Craft and Structure
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CORE CONTENT / CONTENT STANDARD	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
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CORE CONTENT / CONTENT STANDARD	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.
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EALR WA.RI.6. Reading Standards for Informational Text

BIG IDEA / CORE CONTENT		Integration of Knowledge and Ideas
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CORE CONTENT / CONTENT STANDARD	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.
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EALR WA.W.6. Writing Standards

BIG IDEA / CORE CONTENT		Text Types and Purposes
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CORE CONTENT / CONTENT STANDARD	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.
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CONTENT STANDARD / PERFORMANCE 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.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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EALR WA.W.6. Writing Standards

BIG IDEA / CORE CONTENT		Production and Distribution of Writing
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CORE CONTENT / CONTENT STANDARD	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.)
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CORE CONTENT / CONTENT STANDARD	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.
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CORE CONTENT / CONTENT STANDARD	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.
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EALR WA.W.6. Writing Standards

BIG IDEA / CORE CONTENT		Research to Build and Present Knowledge
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CORE CONTENT / CONTENT STANDARD	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
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EALR WA.W.6. Writing Standards

BIG IDEA / CORE CONTENT		Research to Build and Present Knowledge
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CORE CONTENT / CONTENT STANDARD	W.6.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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CONTENT STANDARD / PERFORMANCE 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").
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EALR WA.W.6. Writing Standards

BIG IDEA / CORE CONTENT		Range of Writing
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CORE CONTENT / CONTENT STANDARD	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.
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EALR WA.SL.6. Speaking and Listening Standards

BIG IDEA / CORE CONTENT		Comprehension and Collaboration
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CORE CONTENT / CONTENT STANDARD	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.
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CONTENT STANDARD / PERFORMANCE 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.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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CONTENT STANDARD / PERFORMANCE 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.
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EALR **WA.SL.6. Speaking and Listening Standards**

BIG IDEA / CORE CONTENT		Presentation of Knowledge and Ideas
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CORE CONTENT / CONTENT STANDARD	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.
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CORE CONTENT / CONTENT STANDARD	SL.6.6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
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EALR **WA.L.6. Language Standards**

BIG IDEA / CORE CONTENT		Conventions of Standard English
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CORE CONTENT / CONTENT STANDARD	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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CONTENT STANDARD / PERFORMANCE 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.
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EALR **WA.L.6. Language Standards**

BIG IDEA / CORE CONTENT		Conventions of Standard English
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CORE CONTENT / CONTENT STANDARD	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.6.2(b)	Spell correctly.
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EALR WA.L.6. Language Standards

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	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.

CONTENT STANDARD / PERFORMANCE 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.

CONTENT STANDARD / PERFORMANCE 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).

EALR WA.L.6. Language Standards

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
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CORE CONTENT / CONTENT STANDARD 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

**Washington State K-12 Learning Standards and Guidelines
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EALR WA.RL.6. Reading Standards for Literature

BIG IDEA / CORE CONTENT		Key Ideas and Details
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CORE CONTENT / CONTENT STANDARD RL.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CORE CONTENT / CONTENT STANDARD 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.

CORE CONTENT / CONTENT STANDARD 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.

EALR WA.RL.6. Reading Standards for Literature

BIG IDEA / CORE CONTENT		Craft and Structure
CORE CONTENT / CONTENT STANDARD	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.
CORE CONTENT / CONTENT STANDARD	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.
CORE CONTENT / CONTENT STANDARD	RL.6.6.	Explain how an author develops the point of view of the narrator or speaker in a text.

EALR **WA.RL.6. Reading Standards for Literature**

BIG IDEA / CORE CONTENT		Range of Reading and Level of Text Complexity
CORE CONTENT / CONTENT STANDARD	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.

EALR **WA.W.6. Writing Standards**

BIG IDEA / CORE CONTENT		Text Types and Purposes
CORE CONTENT / CONTENT STANDARD	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.

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

EALR **WA.W.6. Writing Standards**

BIG IDEA / CORE CONTENT		Text Types and Purposes
CORE CONTENT / CONTENT STANDARD	W.6.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

CONTENT STANDARD / PERFORMANCE 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.

CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.3(b)	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.3(d)	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.3(e)	Provide a conclusion that follows from the narrated experiences or events.

EALR **WA.W.6. Writing Standards**

BIG IDEA / CORE CONTENT		Production and Distribution of Writing
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CORE CONTENT / CONTENT STANDARD	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.)
CORE CONTENT / CONTENT STANDARD	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.
CORE CONTENT / CONTENT STANDARD	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.

EALR **WA.W.6. Writing Standards**

BIG IDEA / CORE CONTENT		Research to Build and Present Knowledge
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CORE CONTENT / CONTENT STANDARD	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.
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EALR **WA.W.6. Writing Standards**

BIG IDEA / CORE CONTENT		Range of Writing
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CORE CONTENT / CONTENT STANDARD	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.
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EALR **WA.SL.6. Speaking and Listening Standards**

BIG IDEA / CORE CONTENT		Comprehension and Collaboration
CORE CONTENT / CONTENT STANDARD	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.

CONTENT STANDARD / PERFORMANCE 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.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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CONTENT STANDARD / PERFORMANCE 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.
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EALR WA.SL.6. Speaking and Listening Standards

BIG IDEA / CORE CONTENT		Presentation of Knowledge and Ideas
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CORE CONTENT / CONTENT STANDARD	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.
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CORE CONTENT / CONTENT STANDARD	SL.6.6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
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EALR WA.L.6. Language Standards

BIG IDEA / CORE CONTENT		Conventions of Standard English
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CORE CONTENT / CONTENT STANDARD	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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CONTENT STANDARD / PERFORMANCE 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.
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EALR WA.L.6. Language Standards

BIG IDEA / CORE CONTENT		Conventions of Standard English
CORE CONTENT / CONTENT STANDARD	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CONTENT STANDARD / PERFORMANCE EXPECTATION

L.6.2(b) Spell correctly.

EALR WA.L.6. Language Standards

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	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.

CONTENT STANDARD / PERFORMANCE 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.

CONTENT STANDARD / PERFORMANCE 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).

EALR WA.L.6. Language Standards

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
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CORE CONTENT / CONTENT STANDARD

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.

EALR WA.RL.6. Reading Standards for Literature

BIG IDEA / CORE CONTENT		Key Ideas and Details
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CORE CONTENT / CONTENT STANDARD

RL.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CORE CONTENT / CONTENT STANDARD	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.
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CORE CONTENT / CONTENT STANDARD	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.
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EALR **WA.RL.6. Reading Standards for Literature**

BIG IDEA / CORE CONTENT		Craft and Structure
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CORE CONTENT / CONTENT STANDARD	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.
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CORE CONTENT / CONTENT STANDARD	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.
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CORE CONTENT / CONTENT STANDARD	RL.6.6.	Explain how an author develops the point of view of the narrator or speaker in a text.
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EALR **WA.RL.6. Reading Standards for Literature**

BIG IDEA / CORE CONTENT		Range of Reading and Level of Text Complexity
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CORE CONTENT / CONTENT STANDARD	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.
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EALR **WA.W.6. Writing Standards**

BIG IDEA / CORE CONTENT		Text Types and Purposes
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CORE CONTENT / CONTENT STANDARD	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.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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EALR **WA.W.6. Writing Standards**

BIG IDEA / CORE CONTENT		Text Types and Purposes
CORE CONTENT / CONTENT STANDARD	W.6.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

CONTENT STANDARD / PERFORMANCE 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.

CONTENT STANDARD / PERFORMANCE EXPECTATION W.6.3(b) Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

CONTENT STANDARD / PERFORMANCE EXPECTATION W.6.3(d) Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

CONTENT STANDARD / PERFORMANCE EXPECTATION W.6.3(e) Provide a conclusion that follows from the narrated experiences or events.

EALR WA.W.6. Writing Standards

BIG IDEA / CORE CONTENT		Production and Distribution of Writing
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CORE CONTENT / CONTENT STANDARD 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.)

CORE CONTENT / CONTENT STANDARD 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.

CORE CONTENT / CONTENT STANDARD 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.

EALR WA.W.6. Writing Standards

BIG IDEA / CORE CONTENT		Research to Build and Present Knowledge
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CORE CONTENT / CONTENT STANDARD 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.

EALR **WA.W.6. Writing Standards**

BIG IDEA / CORE CONTENT		Range of Writing
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CORE CONTENT / CONTENT STANDARD 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.

EALR **WA.SL.6. Speaking and Listening Standards**

BIG IDEA / CORE CONTENT		Comprehension and Collaboration
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CORE CONTENT / CONTENT STANDARD	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.
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CONTENT STANDARD / PERFORMANCE 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.

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

CONTENT STANDARD / PERFORMANCE 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.

EALR **WA.SL.6. Speaking and Listening Standards**

BIG IDEA / CORE CONTENT		Presentation of Knowledge and Ideas
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CORE CONTENT / CONTENT STANDARD 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.

CORE CONTENT / CONTENT STANDARD SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

EALR **WA.L.6. Language Standards**

BIG IDEA / CORE CONTENT		Conventions of Standard English
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CORE CONTENT / CONTENT STANDARD	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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CONTENT STANDARD / PERFORMANCE 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.
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EALR WA.L.6. Language Standards

BIG IDEA / CORE CONTENT		Conventions of Standard English
CORE CONTENT / CONTENT STANDARD	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.6.2(b)	Spell correctly.
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EALR WA.L.6. Language Standards

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	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.

CONTENT STANDARD / PERFORMANCE 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.
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CONTENT STANDARD / PERFORMANCE 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).
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EALR WA.L.6. Language Standards

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	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.

EALR **WA.RL.6. Reading Standards for Literature**

BIG IDEA / CORE CONTENT		Key Ideas and Details
CORE CONTENT / CONTENT STANDARD	RL.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
CORE CONTENT / CONTENT STANDARD	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.
CORE CONTENT / CONTENT STANDARD	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.

EALR **WA.RL.6. Reading Standards for Literature**

BIG IDEA / CORE CONTENT		Craft and Structure
CORE CONTENT / CONTENT STANDARD	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.
CORE CONTENT / CONTENT STANDARD	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.
CORE CONTENT / CONTENT STANDARD	RL.6.6.	Explain how an author develops the point of view of the narrator or speaker in a text.

EALR **WA.RL.6. Reading Standards for Literature**

BIG IDEA / CORE CONTENT		Range of Reading and Level of Text Complexity
CORE CONTENT / CONTENT STANDARD	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.

EALR **WA.W.6. Writing Standards**

BIG IDEA / CORE CONTENT		Text Types and Purposes
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CORE CONTENT / CONTENT STANDARD	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.
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CONTENT STANDARD / PERFORMANCE EXPECTATION

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

EALR WA.W.6. Writing Standards

BIG IDEA / CORE CONTENT		Text Types and Purposes
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CORE CONTENT / CONTENT STANDARD	W.6.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
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CONTENT STANDARD / PERFORMANCE 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.

CONTENT STANDARD / PERFORMANCE EXPECTATION

W.6.3(b) Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

CONTENT STANDARD / PERFORMANCE EXPECTATION

W.6.3(d) Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

CONTENT STANDARD / PERFORMANCE EXPECTATION

W.6.3(e) Provide a conclusion that follows from the narrated experiences or events.

EALR WA.W.6. Writing Standards

BIG IDEA / CORE CONTENT		Production and Distribution of Writing
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CORE CONTENT / CONTENT STANDARD

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.)

CORE CONTENT / CONTENT STANDARD

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.

CORE CONTENT / CONTENT STANDARD

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.

EALR **WA.W.6. Writing Standards**

BIG IDEA / CORE CONTENT		Research to Build and Present Knowledge
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CORE CONTENT / CONTENT STANDARD	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.
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EALR **WA.W.6. Writing Standards**

BIG IDEA / CORE CONTENT		Range of Writing
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CORE CONTENT / CONTENT STANDARD	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.
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EALR **WA.SL.6. Speaking and Listening Standards**

BIG IDEA / CORE CONTENT		Comprehension and Collaboration
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CORE CONTENT / CONTENT STANDARD	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.
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CONTENT STANDARD / PERFORMANCE 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.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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CONTENT STANDARD / PERFORMANCE 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.
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EALR **WA.SL.6. Speaking and Listening Standards**

BIG IDEA / CORE CONTENT		Presentation of Knowledge and Ideas
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CORE CONTENT / CONTENT STANDARD	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.
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CORE CONTENT / CONTENT STANDARD	SL.6.6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
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EALR **WA.L.6. Language Standards**

BIG IDEA / CORE CONTENT		Conventions of Standard English
CORE CONTENT / CONTENT STANDARD	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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CONTENT STANDARD / PERFORMANCE 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.
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EALR **WA.L.6. Language Standards**

BIG IDEA / CORE CONTENT		Conventions of Standard English
CORE CONTENT / CONTENT STANDARD	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.6.2(b)	Spell correctly.
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EALR **WA.L.6. Language Standards**

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	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.

CONTENT STANDARD / PERFORMANCE 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.
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CONTENT STANDARD / PERFORMANCE 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).
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EALR **WA.L.6. Language Standards**

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
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CORE CONTENT / CONTENT STANDARD	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 4: SUMMARIZING A REFERENCE Week 7 Page 61-74

Washington State K-12 Learning Standards and Guidelines

Language Arts

Grade 6 - Adopted: 2011

EALR **WA.RI.6. Reading Standards for Informational Text**

BIG IDEA / CORE CONTENT		Key Ideas and Details
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CORE CONTENT / CONTENT STANDARD	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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CORE CONTENT / CONTENT STANDARD	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.
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CORE CONTENT / CONTENT STANDARD	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).
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EALR **WA.RI.6. Reading Standards for Informational Text**

BIG IDEA / CORE CONTENT		Craft and Structure
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CORE CONTENT / CONTENT STANDARD	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
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CORE CONTENT / CONTENT STANDARD	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.
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EALR **WA.RI.6. Reading Standards for Informational Text**

BIG IDEA / CORE CONTENT		Integration of Knowledge and Ideas
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CORE CONTENT / CONTENT STANDARD	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.
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EALR **WA.W.6. Writing Standards**

BIG IDEA / CORE CONTENT		Text Types and Purposes
CORE CONTENT / CONTENT STANDARD	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.

CONTENT STANDARD / PERFORMANCE 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.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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EALR **WA.W.6. Writing Standards**

BIG IDEA / CORE CONTENT		Production and Distribution of Writing
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CORE CONTENT / CONTENT STANDARD	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.)
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CORE CONTENT / CONTENT STANDARD	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.
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CORE CONTENT / CONTENT STANDARD	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.
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EALR **WA.W.6. Writing Standards**

BIG IDEA / CORE CONTENT		Research to Build and Present Knowledge
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CORE CONTENT / CONTENT STANDARD	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
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CORE CONTENT / CONTENT STANDARD	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.
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EALR **WA.W.6. Writing Standards**

BIG IDEA / CORE CONTENT		Range of Writing
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CORE CONTENT / CONTENT STANDARD	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.
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EALR **WA.SL.6. Speaking and Listening Standards**

BIG IDEA / CORE CONTENT		Comprehension and Collaboration
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CORE CONTENT / CONTENT STANDARD	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.
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CONTENT STANDARD / PERFORMANCE 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.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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CONTENT STANDARD / PERFORMANCE 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.
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EALR **WA.L.6. Language Standards**

BIG IDEA / CORE CONTENT		Conventions of Standard English
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CORE CONTENT / CONTENT STANDARD	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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CONTENT STANDARD / PERFORMANCE 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.
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EALR WA.L.6. Language Standards

BIG IDEA / CORE CONTENT		Conventions of Standard English
CORE CONTENT / CONTENT STANDARD	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.6.2(b)	Spell correctly.
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EALR WA.L.6. Language Standards

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	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.

CONTENT STANDARD / PERFORMANCE 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.
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CONTENT STANDARD / PERFORMANCE 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).
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EALR WA.L.6. Language Standards

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	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.

EALR WA.RI.6. Reading Standards for Informational Text

BIG IDEA / CORE CONTENT		Key Ideas and Details
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CORE CONTENT / CONTENT STANDARD	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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CORE CONTENT / CONTENT STANDARD	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.
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CORE CONTENT / CONTENT STANDARD	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).
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EALR **WA.RI.6. Reading Standards for Informational Text**

BIG IDEA / CORE CONTENT		Craft and Structure
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CORE CONTENT / CONTENT STANDARD	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
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CORE CONTENT / CONTENT STANDARD	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.
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EALR **WA.RI.6. Reading Standards for Informational Text**

BIG IDEA / CORE CONTENT		Integration of Knowledge and Ideas
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CORE CONTENT / CONTENT STANDARD	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.
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EALR **WA.W.6. Writing Standards**

BIG IDEA / CORE CONTENT		Text Types and Purposes
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CORE CONTENT / CONTENT STANDARD	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.
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CONTENT STANDARD / PERFORMANCE 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.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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EALR WA.W.6. Writing Standards

BIG IDEA / CORE CONTENT		Production and Distribution of Writing
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CORE CONTENT / CONTENT STANDARD	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.)
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CORE CONTENT / CONTENT STANDARD	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.
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CORE CONTENT / CONTENT STANDARD	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.
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EALR WA.W.6. Writing Standards

BIG IDEA / CORE CONTENT		Research to Build and Present Knowledge
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CORE CONTENT / CONTENT STANDARD	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
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CORE CONTENT / CONTENT STANDARD	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.
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EALR WA.W.6. Writing Standards

BIG IDEA / CORE CONTENT		Range of Writing
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CORE CONTENT / CONTENT STANDARD	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.
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EALR WA.SL.6. Speaking and Listening Standards

BIG IDEA / CORE CONTENT		Comprehension and Collaboration
CORE CONTENT / CONTENT STANDARD	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.
CONTENT STANDARD / PERFORMANCE 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.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
CONTENT STANDARD / PERFORMANCE 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.

EALR WA.L.6. Language Standards

BIG IDEA / CORE CONTENT		Conventions of Standard English
CORE CONTENT / CONTENT STANDARD	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
CONTENT STANDARD / PERFORMANCE 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.

EALR WA.L.6. Language Standards

BIG IDEA / CORE CONTENT		Conventions of Standard English
CORE CONTENT / CONTENT STANDARD	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.6.2(b)	Spell correctly.

EALR WA.L.6. Language Standards

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	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.

CONTENT STANDARD / PERFORMANCE 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.

CONTENT STANDARD / PERFORMANCE 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).

EALR WA.L.6. Language Standards

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
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CORE CONTENT / CONTENT STANDARD 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.

EALR WA.RI.6. Reading Standards for Informational Text

BIG IDEA / CORE CONTENT		Key Ideas and Details
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CORE CONTENT / CONTENT STANDARD RI.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CORE CONTENT / CONTENT STANDARD 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.

CORE CONTENT / CONTENT STANDARD 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).

EALR WA.RI.6. Reading Standards for Informational Text

BIG IDEA / CORE CONTENT		Craft and Structure
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CORE CONTENT / CONTENT STANDARD	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
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CORE CONTENT / CONTENT STANDARD	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.
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EALR **WA.RI.6. Reading Standards for Informational Text**

BIG IDEA / CORE CONTENT		Integration of Knowledge and Ideas
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CORE CONTENT / CONTENT STANDARD	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.
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EALR **WA.W.6. Writing Standards**

BIG IDEA / CORE CONTENT		Text Types and Purposes
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CORE CONTENT / CONTENT STANDARD	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.
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CONTENT STANDARD / PERFORMANCE 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.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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EALR **WA.W.6. Writing Standards**

BIG IDEA / CORE CONTENT		Production and Distribution of Writing
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CORE CONTENT / CONTENT STANDARD	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.)
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CORE CONTENT / CONTENT STANDARD	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.
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CORE CONTENT / CONTENT STANDARD	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.
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EALR **WA.W.6. Writing Standards**

BIG IDEA / CORE CONTENT		Research to Build and Present Knowledge
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CORE CONTENT / CONTENT STANDARD	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
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CORE CONTENT / CONTENT STANDARD	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.
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EALR **WA.W.6. Writing Standards**

BIG IDEA / CORE CONTENT		Range of Writing
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CORE CONTENT / CONTENT STANDARD	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.
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EALR **WA.SL.6. Speaking and Listening Standards**

BIG IDEA / CORE CONTENT		Comprehension and Collaboration
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CORE CONTENT / CONTENT STANDARD	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.
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CONTENT STANDARD / PERFORMANCE 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.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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CONTENT STANDARD / PERFORMANCE 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.
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EALR **WA.L.6. Language Standards**

BIG IDEA / CORE CONTENT		Conventions of Standard English
CORE CONTENT / CONTENT STANDARD	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.6.1(c)	Recognize and correct inappropriate shifts in pronoun number and person.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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CONTENT STANDARD / PERFORMANCE 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.
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EALR **WA.L.6. Language Standards**

BIG IDEA / CORE CONTENT		Conventions of Standard English
CORE CONTENT / CONTENT STANDARD	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.6.2(b)	Spell correctly.
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EALR **WA.L.6. Language Standards**

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	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.

CONTENT STANDARD / PERFORMANCE 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.
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CONTENT STANDARD / PERFORMANCE 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).
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EALR **WA.L.6. Language Standards**

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
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CORE CONTENT / CONTENT STANDARD	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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Washington State K-12 Learning Standards and Guidelines
Language Arts
Grade 6 - Adopted: 2011

EALR **WA.RI.6. Reading Standards for Informational Text**

BIG IDEA / CORE CONTENT		Key Ideas and Details
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CORE CONTENT / CONTENT STANDARD	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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CORE CONTENT / CONTENT STANDARD	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.
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CORE CONTENT / CONTENT STANDARD	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).
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EALR **WA.RI.6. Reading Standards for Informational Text**

BIG IDEA / CORE CONTENT		Craft and Structure
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CORE CONTENT / CONTENT STANDARD	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
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EALR **WA.RI.6. Reading Standards for Informational Text**

BIG IDEA / CORE CONTENT		Integration of Knowledge and Ideas
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CORE CONTENT / CONTENT STANDARD	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.
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EALR **WA.W.6. Writing Standards**

BIG IDEA / CORE CONTENT		Text Types and Purposes
CORE CONTENT / CONTENT STANDARD	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.

CONTENT STANDARD / PERFORMANCE 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.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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EALR **WA.W.6. Writing Standards**

BIG IDEA / CORE CONTENT		Production and Distribution of Writing
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CORE CONTENT / CONTENT STANDARD	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.)
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CORE CONTENT / CONTENT STANDARD	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.
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CORE CONTENT / CONTENT STANDARD	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.
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EALR **WA.W.6. Writing Standards**

BIG IDEA / CORE CONTENT		Research to Build and Present Knowledge
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CORE CONTENT / CONTENT STANDARD	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
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EALR **WA.W.6. Writing Standards**

BIG IDEA / CORE CONTENT		Range of Writing
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CORE CONTENT / CONTENT STANDARD	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.
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EALR **WA.L.6. Language Standards**

BIG IDEA / CORE CONTENT		Conventions of Standard English
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CORE CONTENT / CONTENT STANDARD	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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CONTENT STANDARD / PERFORMANCE 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.
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EALR **WA.L.6. Language Standards**

BIG IDEA / CORE CONTENT		Conventions of Standard English
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CORE CONTENT / CONTENT STANDARD	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.6.2(b)	Spell correctly.
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EALR **WA.L.6. Language Standards**

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
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CORE CONTENT / CONTENT STANDARD	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.
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CONTENT STANDARD / PERFORMANCE 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.
CONTENT STANDARD / PERFORMANCE 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.
CONTENT STANDARD / PERFORMANCE 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).

EALR WA.L.6. Language Standards

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	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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Washington State K-12 Learning Standards and Guidelines
Language Arts
Grade 6 - Adopted: 2011

EALR WA.RI.6. Reading Standards for Informational Text

BIG IDEA / CORE CONTENT		Key Ideas and Details
CORE CONTENT / CONTENT STANDARD	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
CORE CONTENT / CONTENT STANDARD	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.
CORE CONTENT / CONTENT STANDARD	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).

EALR WA.RI.6. Reading Standards for Informational Text

BIG IDEA / CORE CONTENT		Craft and Structure
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CORE CONTENT / CONTENT STANDARD	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
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EALR **WA.RI.6. Reading Standards for Informational Text**

BIG IDEA / CORE CONTENT		Integration of Knowledge and Ideas
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CORE CONTENT / CONTENT STANDARD	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.
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EALR **WA.W.6. Writing Standards**

BIG IDEA / CORE CONTENT		Text Types and Purposes
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CORE CONTENT / CONTENT STANDARD	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.
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CONTENT STANDARD / PERFORMANCE 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.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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EALR **WA.W.6. Writing Standards**

BIG IDEA / CORE CONTENT		Production and Distribution of Writing
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CORE CONTENT / CONTENT STANDARD	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.)
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CORE CONTENT / CONTENT STANDARD	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.
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CORE CONTENT / CONTENT STANDARD	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.
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EALR WA.W.6. Writing Standards

BIG IDEA / CORE CONTENT		Research to Build and Present Knowledge
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CORE CONTENT / CONTENT STANDARD	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
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EALR WA.W.6. Writing Standards

BIG IDEA / CORE CONTENT		Range of Writing
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CORE CONTENT / CONTENT STANDARD	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.
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EALR WA.L.6. Language Standards

BIG IDEA / CORE CONTENT		Conventions of Standard English
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CORE CONTENT / CONTENT STANDARD	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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CONTENT STANDARD / PERFORMANCE 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.
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EALR WA.L.6. Language Standards

BIG IDEA / CORE CONTENT		Conventions of Standard English
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CORE CONTENT / CONTENT STANDARD	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.6.2(b)	Spell correctly.
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EALR **WA.L.6. Language Standards**

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	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.

CONTENT STANDARD / PERFORMANCE 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.

CONTENT STANDARD / PERFORMANCE 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).

EALR **WA.L.6. Language Standards**

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

UNIT 5: WRITING FROM PICTURES Week 12 Page 107-114

Washington State K-12 Learning Standards and Guidelines
Language Arts
 Grade 6 - Adopted: 2011

EALR **WA.RL.6. Reading Standards for Literature**

BIG IDEA / CORE CONTENT		Key Ideas and Details
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CORE CONTENT / CONTENT STANDARD RL.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CORE CONTENT / CONTENT STANDARD 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.

CORE CONTENT / CONTENT STANDARD 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.

EALR **WA.RL.6. Reading Standards for Literature**

BIG IDEA / CORE CONTENT		Range of Reading and Level of Text Complexity
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CORE CONTENT / CONTENT STANDARD

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.

EALR WA.W.6. Writing Standards

BIG IDEA / CORE CONTENT		Text Types and Purposes
CORE CONTENT / CONTENT STANDARD	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.

CONTENT STANDARD / PERFORMANCE 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.

EALR WA.W.6. Writing Standards

BIG IDEA / CORE CONTENT		Text Types and Purposes
CORE CONTENT / CONTENT STANDARD	W.6.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

CONTENT STANDARD / PERFORMANCE 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.

CONTENT STANDARD / PERFORMANCE EXPECTATION

W.6.3(b) Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

CONTENT STANDARD / PERFORMANCE EXPECTATION

W.6.3(d) Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

EALR WA.W.6. Writing Standards

BIG IDEA / CORE CONTENT		Production and Distribution of Writing
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CORE CONTENT / CONTENT STANDARD

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.)

CORE CONTENT / CONTENT STANDARD	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.
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CORE CONTENT / CONTENT STANDARD	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.
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EALR WA.W.6. Writing Standards

BIG IDEA / CORE CONTENT		Range of Writing
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CORE CONTENT / CONTENT STANDARD	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.
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EALR WA.L.6. Language Standards

BIG IDEA / CORE CONTENT		Conventions of Standard English
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CORE CONTENT / CONTENT STANDARD	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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CONTENT STANDARD / PERFORMANCE 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.
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EALR WA.L.6. Language Standards

BIG IDEA / CORE CONTENT		Conventions of Standard English
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CORE CONTENT / CONTENT STANDARD	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.6.2(b)	Spell correctly.
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EALR WA.L.6. Language Standards

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
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CORE CONTENT / CONTENT STANDARD	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.
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CONTENT STANDARD / PERFORMANCE 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.
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CONTENT STANDARD / PERFORMANCE 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).
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EALR WA.L.6. Language Standards

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
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CORE CONTENT / CONTENT STANDARD	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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**Washington State K-12 Learning Standards and Guidelines
Language Arts
Grade 6 - Adopted: 2011**

EALR WA.RI.6. Reading Standards for Informational Text

BIG IDEA / CORE CONTENT		Key Ideas and Details
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CORE CONTENT / CONTENT STANDARD	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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CORE CONTENT / CONTENT STANDARD	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.
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CORE CONTENT / CONTENT STANDARD	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).
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EALR WA.RI.6. Reading Standards for Informational Text

BIG IDEA / CORE CONTENT		Craft and Structure
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CORE CONTENT / CONTENT STANDARD	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
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CORE CONTENT / CONTENT STANDARD	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.
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EALR **WA.RI.6. Reading Standards for Informational Text**

BIG IDEA / CORE CONTENT		Integration of Knowledge and Ideas
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CORE CONTENT / CONTENT STANDARD	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.
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CORE CONTENT / CONTENT STANDARD	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).
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EALR **WA.W.6. Writing Standards**

BIG IDEA / CORE CONTENT		Text Types and Purposes
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CORE CONTENT / CONTENT STANDARD	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.
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CONTENT STANDARD / PERFORMANCE 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.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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EALR **WA.W.6. Writing Standards**

BIG IDEA / CORE CONTENT		Production and Distribution of Writing
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CORE CONTENT / CONTENT STANDARD	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.)
CORE CONTENT / CONTENT STANDARD	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.
CORE CONTENT / CONTENT STANDARD	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.

EALR WA.W.6. Writing Standards

BIG IDEA / CORE CONTENT		Research to Build and Present Knowledge
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CORE CONTENT / CONTENT STANDARD	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
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CORE CONTENT / CONTENT STANDARD	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.
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EALR WA.W.6. Writing Standards

BIG IDEA / CORE CONTENT		Research to Build and Present Knowledge
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CORE CONTENT / CONTENT STANDARD	W.6.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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CONTENT STANDARD / PERFORMANCE 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").
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EALR WA.W.6. Writing Standards

BIG IDEA / CORE CONTENT		Range of Writing
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CORE CONTENT / CONTENT STANDARD	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.
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EALR WA.SL.6. Speaking and Listening Standards

BIG IDEA / CORE CONTENT		Comprehension and Collaboration
CORE CONTENT / CONTENT STANDARD	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.

CONTENT STANDARD / PERFORMANCE 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.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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CONTENT STANDARD / PERFORMANCE 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.
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EALR WA.L.6. Language Standards

BIG IDEA / CORE CONTENT		Conventions of Standard English
CORE CONTENT / CONTENT STANDARD	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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CONTENT STANDARD / PERFORMANCE 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.
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EALR WA.L.6. Language Standards

BIG IDEA / CORE CONTENT		Conventions of Standard English
CORE CONTENT / CONTENT STANDARD	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.6.2(b)	Spell correctly.
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EALR WA.L.6. Language Standards

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	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.

CONTENT STANDARD / PERFORMANCE 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.

CONTENT STANDARD / PERFORMANCE 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).

EALR WA.L.6. Language Standards

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
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CORE CONTENT / CONTENT STANDARD 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.

EALR WA.RI.6. Reading Standards for Informational Text

BIG IDEA / CORE CONTENT		Key Ideas and Details
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CORE CONTENT / CONTENT STANDARD RI.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CORE CONTENT / CONTENT STANDARD 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.

CORE CONTENT / CONTENT STANDARD 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).

EALR WA.RI.6. Reading Standards for Informational Text

BIG IDEA / CORE CONTENT		Craft and Structure
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CORE CONTENT / CONTENT STANDARD	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
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CORE CONTENT / CONTENT STANDARD	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.
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EALR **WA.RI.6. Reading Standards for Informational Text**

BIG IDEA / CORE CONTENT		Integration of Knowledge and Ideas
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CORE CONTENT / CONTENT STANDARD	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.
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CORE CONTENT / CONTENT STANDARD	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).
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EALR **WA.W.6. Writing Standards**

BIG IDEA / CORE CONTENT		Text Types and Purposes
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CORE CONTENT / CONTENT STANDARD	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.
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CONTENT STANDARD / PERFORMANCE 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.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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EALR **WA.W.6. Writing Standards**

BIG IDEA / CORE CONTENT		Production and Distribution of Writing
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CORE CONTENT / CONTENT STANDARD	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.)
CORE CONTENT / CONTENT STANDARD	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.
CORE CONTENT / CONTENT STANDARD	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.

EALR WA.W.6. Writing Standards

BIG IDEA / CORE CONTENT		Research to Build and Present Knowledge
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CORE CONTENT / CONTENT STANDARD	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
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CORE CONTENT / CONTENT STANDARD	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.
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EALR WA.W.6. Writing Standards

BIG IDEA / CORE CONTENT		Research to Build and Present Knowledge
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CORE CONTENT / CONTENT STANDARD	W.6.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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CONTENT STANDARD / PERFORMANCE 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").
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EALR WA.W.6. Writing Standards

BIG IDEA / CORE CONTENT		Range of Writing
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CORE CONTENT / CONTENT STANDARD	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.
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EALR WA.SL.6. Speaking and Listening Standards

BIG IDEA / CORE CONTENT		Comprehension and Collaboration
CORE CONTENT / CONTENT STANDARD	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.

CONTENT STANDARD / PERFORMANCE 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.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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CONTENT STANDARD / PERFORMANCE 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.
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EALR WA.L.6. Language Standards

BIG IDEA / CORE CONTENT		Conventions of Standard English
CORE CONTENT / CONTENT STANDARD	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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CONTENT STANDARD / PERFORMANCE 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.
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EALR WA.L.6. Language Standards

BIG IDEA / CORE CONTENT		Conventions of Standard English
CORE CONTENT / CONTENT STANDARD	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.6.2(b)	Spell correctly.
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EALR WA.L.6. Language Standards

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	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.

CONTENT STANDARD / PERFORMANCE 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.

CONTENT STANDARD / PERFORMANCE 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).

EALR WA.L.6. Language Standards

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
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CORE CONTENT / CONTENT STANDARD 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

Washington State K-12 Learning Standards and Guidelines
Language Arts
Grade 6 - Adopted: 2011

EALR WA.RI.6. Reading Standards for Informational Text

BIG IDEA / CORE CONTENT		Key Ideas and Details
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CORE CONTENT / CONTENT STANDARD RI.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CORE CONTENT / CONTENT STANDARD 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.

CORE CONTENT / CONTENT STANDARD 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).

EALR WA.RI.6. Reading Standards for Informational Text

BIG IDEA / CORE CONTENT		Craft and Structure
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CORE CONTENT / CONTENT STANDARD	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
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CORE CONTENT / CONTENT STANDARD	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.
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EALR **WA.RI.6. Reading Standards for Informational Text**

BIG IDEA / CORE CONTENT		Integration of Knowledge and Ideas
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CORE CONTENT / CONTENT STANDARD	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.
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CORE CONTENT / CONTENT STANDARD	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).
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EALR **WA.W.6. Writing Standards**

BIG IDEA / CORE CONTENT		Text Types and Purposes
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CORE CONTENT / CONTENT STANDARD	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.
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CONTENT STANDARD / PERFORMANCE 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.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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EALR **WA.W.6. Writing Standards**

BIG IDEA / CORE CONTENT		Production and Distribution of Writing
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CORE CONTENT / CONTENT STANDARD	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.)
CORE CONTENT / CONTENT STANDARD	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.
CORE CONTENT / CONTENT STANDARD	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.

EALR WA.W.6. Writing Standards

BIG IDEA / CORE CONTENT		Research to Build and Present Knowledge
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CORE CONTENT / CONTENT STANDARD	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
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CORE CONTENT / CONTENT STANDARD	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.
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EALR WA.W.6. Writing Standards

BIG IDEA / CORE CONTENT		Research to Build and Present Knowledge
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CORE CONTENT / CONTENT STANDARD	W.6.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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CONTENT STANDARD / PERFORMANCE 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").
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EALR WA.W.6. Writing Standards

BIG IDEA / CORE CONTENT		Range of Writing
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CORE CONTENT / CONTENT STANDARD	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.
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EALR WA.SL.6. Speaking and Listening Standards

BIG IDEA / CORE CONTENT		Comprehension and Collaboration
CORE CONTENT / CONTENT STANDARD	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.

CONTENT STANDARD / PERFORMANCE 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.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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CONTENT STANDARD / PERFORMANCE 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.
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EALR WA.L.6. Language Standards

BIG IDEA / CORE CONTENT		Conventions of Standard English
CORE CONTENT / CONTENT STANDARD	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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CONTENT STANDARD / PERFORMANCE 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.
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EALR WA.L.6. Language Standards

BIG IDEA / CORE CONTENT		Conventions of Standard English
CORE CONTENT / CONTENT STANDARD	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.6.2(b)	Spell correctly.
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EALR WA.L.6. Language Standards

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	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.

CONTENT STANDARD / PERFORMANCE 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.

CONTENT STANDARD / PERFORMANCE 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).

EALR WA.L.6. Language Standards

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

UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 16 Page 153-158

**Washington State K-12 Learning Standards and Guidelines
Language Arts
Grade 6 - Adopted: 2011**

EALR WA.RI.6. Reading Standards for Informational Text

BIG IDEA / CORE CONTENT		Key Ideas and Details
CORE CONTENT / CONTENT STANDARD	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
CORE CONTENT / CONTENT STANDARD	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.
CORE CONTENT / CONTENT STANDARD	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).

EALR WA.RI.6. Reading Standards for Informational Text

BIG IDEA / CORE CONTENT		Craft and Structure
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CORE CONTENT / CONTENT STANDARD	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
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CORE CONTENT / CONTENT STANDARD	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.
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EALR **WA.RI.6. Reading Standards for Informational Text**

BIG IDEA / CORE CONTENT		Integration of Knowledge and Ideas
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CORE CONTENT / CONTENT STANDARD	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.
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CORE CONTENT / CONTENT STANDARD	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).
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EALR **WA.W.6. Writing Standards**

BIG IDEA / CORE CONTENT		Text Types and Purposes
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CORE CONTENT / CONTENT STANDARD	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.
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CONTENT STANDARD / PERFORMANCE 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.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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EALR **WA.W.6. Writing Standards**

BIG IDEA / CORE CONTENT		Production and Distribution of Writing
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CORE CONTENT / CONTENT STANDARD	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.)
CORE CONTENT / CONTENT STANDARD	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.
CORE CONTENT / CONTENT STANDARD	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.

EALR WA.W.6. Writing Standards

BIG IDEA / CORE CONTENT		Research to Build and Present Knowledge
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CORE CONTENT / CONTENT STANDARD	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
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CORE CONTENT / CONTENT STANDARD	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.
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EALR WA.W.6. Writing Standards

BIG IDEA / CORE CONTENT		Research to Build and Present Knowledge
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CORE CONTENT / CONTENT STANDARD	W.6.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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CONTENT STANDARD / PERFORMANCE 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").
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EALR WA.W.6. Writing Standards

BIG IDEA / CORE CONTENT		Range of Writing
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CORE CONTENT / CONTENT STANDARD	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.
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EALR WA.SL.6. Speaking and Listening Standards

BIG IDEA / CORE CONTENT		Comprehension and Collaboration
CORE CONTENT / CONTENT STANDARD	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.

CONTENT STANDARD / PERFORMANCE 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.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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CONTENT STANDARD / PERFORMANCE 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.
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EALR WA.L.6. Language Standards

BIG IDEA / CORE CONTENT		Conventions of Standard English
CORE CONTENT / CONTENT STANDARD	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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CONTENT STANDARD / PERFORMANCE 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.
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EALR WA.L.6. Language Standards

BIG IDEA / CORE CONTENT		Conventions of Standard English
CORE CONTENT / CONTENT STANDARD	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.6.2(b)	Spell correctly.
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EALR WA.L.6. Language Standards

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	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.

CONTENT STANDARD / PERFORMANCE 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.

CONTENT STANDARD / PERFORMANCE 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).

EALR **WA.L.6. Language Standards**

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
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CORE CONTENT / CONTENT STANDARD

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.

EALR **WA.W.6. Writing Standards**

BIG IDEA / CORE CONTENT		Text Types and Purposes
CORE CONTENT / CONTENT STANDARD	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.

CONTENT STANDARD / PERFORMANCE EXPECTATION

W.6.2(a)

Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

CONTENT STANDARD / PERFORMANCE EXPECTATION

W.6.2(b)

Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

CONTENT STANDARD / PERFORMANCE EXPECTATION

W.6.2(d)

Use precise language and domain-specific vocabulary to inform about or explain the topic.

CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.2(f)	Provide a concluding statement or section that follows from the information or explanation presented.
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EALR **WA.W.6. Writing Standards**

BIG IDEA / CORE CONTENT		Production and Distribution of Writing
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CORE CONTENT / CONTENT STANDARD	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.)
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CORE CONTENT / CONTENT STANDARD	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.
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CORE CONTENT / CONTENT STANDARD	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.
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EALR **WA.W.6. Writing Standards**

BIG IDEA / CORE CONTENT		Range of Writing
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CORE CONTENT / CONTENT STANDARD	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.
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EALR **WA.SL.6. Speaking and Listening Standards**

BIG IDEA / CORE CONTENT		Comprehension and Collaboration
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CORE CONTENT / CONTENT STANDARD	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.
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CONTENT STANDARD / PERFORMANCE 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.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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CONTENT STANDARD / PERFORMANCE 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.
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EALR **WA.L.6. Language Standards**

BIG IDEA / CORE CONTENT		Conventions of Standard English
CORE CONTENT / CONTENT STANDARD	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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CONTENT STANDARD / PERFORMANCE 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.
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EALR **WA.L.6. Language Standards**

BIG IDEA / CORE CONTENT		Conventions of Standard English
CORE CONTENT / CONTENT STANDARD	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.6.2(b)	Spell correctly.
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EALR **WA.L.6. Language Standards**

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	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.

EALR **WA.W.6. Writing Standards**

BIG IDEA / CORE CONTENT		Text Types and Purposes
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CORE CONTENT / CONTENT STANDARD	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.
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CONTENT STANDARD / PERFORMANCE 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.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.2(f)	Provide a concluding statement or section that follows from the information or explanation presented.
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EALR WA.W.6. Writing Standards

BIG IDEA / CORE CONTENT		Text Types and Purposes
CORE CONTENT / CONTENT STANDARD	W.6.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

CONTENT STANDARD / PERFORMANCE 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.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.3(b)	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.3(d)	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.3(e)	Provide a conclusion that follows from the narrated experiences or events.
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EALR WA.W.6. Writing Standards

BIG IDEA / CORE CONTENT		Production and Distribution of Writing
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CORE CONTENT / CONTENT STANDARD	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.)
CORE CONTENT / CONTENT STANDARD	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.
CORE CONTENT / CONTENT STANDARD	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.

EALR **WA.W.6. Writing Standards**

BIG IDEA / CORE CONTENT		Range of Writing
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CORE CONTENT / CONTENT STANDARD	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.
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EALR **WA.L.6. Language Standards**

BIG IDEA / CORE CONTENT		Conventions of Standard English
CORE CONTENT / CONTENT STANDARD	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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CONTENT STANDARD / PERFORMANCE 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.
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EALR **WA.L.6. Language Standards**

BIG IDEA / CORE CONTENT		Conventions of Standard English
CORE CONTENT / CONTENT STANDARD	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.6.2(b)	Spell correctly.
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EALR WA.L.6. Language Standards

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
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CORE CONTENT / CONTENT STANDARD	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 7: INVENTIVE WRITING Week 19 Page 173-178

**Washington State K-12 Learning Standards and Guidelines
Language Arts
Grade 6 - Adopted: 2011**

EALR WA.W.6. Writing Standards

BIG IDEA / CORE CONTENT		Text Types and Purposes
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CORE CONTENT / CONTENT STANDARD	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.
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CONTENT STANDARD / PERFORMANCE 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.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.2(f)	Provide a concluding statement or section that follows from the information or explanation presented.
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EALR WA.W.6. Writing Standards

BIG IDEA / CORE CONTENT		Production and Distribution of Writing
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CORE CONTENT / CONTENT STANDARD	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.)
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CORE CONTENT / CONTENT STANDARD	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.
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CORE CONTENT / CONTENT STANDARD	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.
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EALR **WA.W.6. Writing Standards**

BIG IDEA / CORE CONTENT		Range of Writing
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CORE CONTENT / CONTENT STANDARD	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.
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EALR **WA.L.6. Language Standards**

BIG IDEA / CORE CONTENT		Conventions of Standard English
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CORE CONTENT / CONTENT STANDARD	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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CONTENT STANDARD / PERFORMANCE 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.
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EALR **WA.L.6. Language Standards**

BIG IDEA / CORE CONTENT		Conventions of Standard English
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CORE CONTENT / CONTENT STANDARD	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.6.2(b)	Spell correctly.
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EALR **WA.L.6. Language Standards**

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
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CORE CONTENT / CONTENT STANDARD	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 8: FORMAL ESSAY MODELS Week 20 Page 179-192

Washington State K-12 Learning Standards and Guidelines
Language Arts
Grade 6 - Adopted: 2011

EALR **WA.RI.6. Reading Standards for Informational Text**

BIG IDEA / CORE CONTENT		Key Ideas and Details
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CORE CONTENT / CONTENT STANDARD	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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CORE CONTENT / CONTENT STANDARD	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.
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CORE CONTENT / CONTENT STANDARD	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).
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EALR **WA.RI.6. Reading Standards for Informational Text**

BIG IDEA / CORE CONTENT		Craft and Structure
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CORE CONTENT / CONTENT STANDARD	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
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CORE CONTENT / CONTENT STANDARD	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.
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EALR **WA.RI.6. Reading Standards for Informational Text**

BIG IDEA / CORE CONTENT		Integration of Knowledge and Ideas
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CORE CONTENT / CONTENT STANDARD	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.
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CORE CONTENT / CONTENT STANDARD	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).
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EALR **WA.W.6. Writing Standards**

BIG IDEA / CORE CONTENT		Text Types and Purposes
CORE CONTENT / CONTENT STANDARD	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.

CONTENT STANDARD / PERFORMANCE 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.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.2(e)	Establish and maintain a formal style.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.2(f)	Provide a concluding statement or section that follows from the information or explanation presented.
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EALR **WA.W.6. Writing Standards**

BIG IDEA / CORE CONTENT		Production and Distribution of Writing
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CORE CONTENT / CONTENT STANDARD	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.)
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CORE CONTENT / CONTENT STANDARD	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.
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CORE CONTENT / CONTENT STANDARD	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.
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EALR WA.W.6. Writing Standards

BIG IDEA / CORE CONTENT		Research to Build and Present Knowledge
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CORE CONTENT / CONTENT STANDARD	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
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CORE CONTENT / CONTENT STANDARD	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.
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EALR WA.W.6. Writing Standards

BIG IDEA / CORE CONTENT		Research to Build and Present Knowledge
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CORE CONTENT / CONTENT STANDARD	W.6.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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CONTENT STANDARD / PERFORMANCE 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").
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EALR WA.W.6. Writing Standards

BIG IDEA / CORE CONTENT		Range of Writing
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CORE CONTENT / CONTENT STANDARD	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.
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EALR WA.L.6. Language Standards

BIG IDEA / CORE CONTENT		Conventions of Standard English
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CORE CONTENT / CONTENT STANDARD	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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CONTENT STANDARD / PERFORMANCE 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.
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EALR **WA.L.6. Language Standards**

BIG IDEA / CORE CONTENT		Conventions of Standard English
CORE CONTENT / CONTENT STANDARD	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.6.2(b)	Spell correctly.
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EALR **WA.L.6. Language Standards**

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	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.

CONTENT STANDARD / PERFORMANCE 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.
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CONTENT STANDARD / PERFORMANCE 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).
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EALR **WA.L.6. Language Standards**

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	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.

EALR **WA.RI.6. Reading Standards for Informational Text**

BIG IDEA / CORE CONTENT		Key Ideas and Details
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CORE CONTENT / CONTENT STANDARD	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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CORE CONTENT / CONTENT STANDARD	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.
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CORE CONTENT / CONTENT STANDARD	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).
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EALR **WA.RI.6. Reading Standards for Informational Text**

BIG IDEA / CORE CONTENT		Craft and Structure
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CORE CONTENT / CONTENT STANDARD	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
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CORE CONTENT / CONTENT STANDARD	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.
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EALR **WA.RI.6. Reading Standards for Informational Text**

BIG IDEA / CORE CONTENT		Integration of Knowledge and Ideas
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CORE CONTENT / CONTENT STANDARD	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.
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CORE CONTENT / CONTENT STANDARD	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).
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EALR **WA.W.6. Writing Standards**

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

EALR WA.W.6. Writing Standards

BIG IDEA / CORE CONTENT		Production and Distribution of Writing
CORE CONTENT / CONTENT STANDARD	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.)
CORE CONTENT / CONTENT STANDARD	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.
CORE CONTENT / CONTENT STANDARD	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.

EALR WA.W.6. Writing Standards

BIG IDEA / CORE CONTENT		Research to Build and Present Knowledge
CORE CONTENT / CONTENT STANDARD	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

CORE CONTENT / CONTENT STANDARD	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.
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EALR **WA.W.6. Writing Standards**

BIG IDEA / CORE CONTENT		Research to Build and Present Knowledge
CORE CONTENT / CONTENT STANDARD	W.6.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

CONTENT STANDARD / PERFORMANCE 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").
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EALR **WA.W.6. Writing Standards**

BIG IDEA / CORE CONTENT		Range of Writing
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CORE CONTENT / CONTENT STANDARD	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.
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EALR **WA.SL.6. Speaking and Listening Standards**

BIG IDEA / CORE CONTENT		Comprehension and Collaboration
CORE CONTENT / CONTENT STANDARD	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.

CONTENT STANDARD / PERFORMANCE 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.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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CONTENT STANDARD / PERFORMANCE 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.
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EALR **WA.L.6. Language Standards**

BIG IDEA / CORE CONTENT		Conventions of Standard English
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CORE CONTENT / CONTENT STANDARD	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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CONTENT STANDARD / PERFORMANCE EXPECTATION

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

CONTENT STANDARD / PERFORMANCE 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.

EALR WA.L.6. Language Standards

BIG IDEA / CORE CONTENT		Conventions of Standard English
CORE CONTENT / CONTENT STANDARD	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CONTENT STANDARD / PERFORMANCE EXPECTATION

L.6.2(b) Spell correctly.

EALR WA.L.6. Language Standards

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	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.

CONTENT STANDARD / PERFORMANCE 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.

CONTENT STANDARD / PERFORMANCE 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).

EALR WA.L.6. Language Standards

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	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.

Washington State K-12 Learning Standards and Guidelines

Language Arts

Grade 6 - Adopted: 2011

EALR **WA.RL.6. Reading Standards for Literature**

BIG IDEA / CORE CONTENT		Key Ideas and Details
CORE CONTENT / CONTENT STANDARD	RL.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
CORE CONTENT / CONTENT STANDARD	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.
CORE CONTENT / CONTENT STANDARD	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.

EALR **WA.RL.6. Reading Standards for Literature**

BIG IDEA / CORE CONTENT		Craft and Structure
CORE CONTENT / CONTENT STANDARD	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.
CORE CONTENT / CONTENT STANDARD	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.
CORE CONTENT / CONTENT STANDARD	RL.6.6.	Explain how an author develops the point of view of the narrator or speaker in a text.

EALR **WA.RL.6. Reading Standards for Literature**

BIG IDEA / CORE CONTENT		Range of Reading and Level of Text Complexity
CORE CONTENT / CONTENT STANDARD	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.

EALR **WA.RI.6. Reading Standards for Informational Text**

BIG IDEA / CORE CONTENT		Key Ideas and Details
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CORE CONTENT / CONTENT STANDARD	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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CORE CONTENT / CONTENT STANDARD	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.
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CORE CONTENT / CONTENT STANDARD	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).
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EALR **WA.RI.6. Reading Standards for Informational Text**

BIG IDEA / CORE CONTENT		Craft and Structure
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CORE CONTENT / CONTENT STANDARD	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
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EALR **WA.RI.6. Reading Standards for Informational Text**

BIG IDEA / CORE CONTENT		Integration of Knowledge and Ideas
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CORE CONTENT / CONTENT STANDARD	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.
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EALR **WA.W.6. Writing Standards**

BIG IDEA / CORE CONTENT		Text Types and Purposes
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CORE CONTENT / CONTENT STANDARD	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.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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EALR **WA.W.6. Writing Standards**

BIG IDEA / CORE CONTENT		Text Types and Purposes
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CORE CONTENT / CONTENT STANDARD	W.6.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
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CONTENT STANDARD / PERFORMANCE 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.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.3(b)	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.3(d)	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.3(e)	Provide a conclusion that follows from the narrated experiences or events.

EALR **WA.W.6. Writing Standards**

BIG IDEA / CORE CONTENT		Production and Distribution of Writing
CORE CONTENT / CONTENT STANDARD	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.)
CORE CONTENT / CONTENT STANDARD	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.
CORE CONTENT / CONTENT STANDARD	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.

EALR **WA.W.6. Writing Standards**

BIG IDEA / CORE CONTENT		Research to Build and Present Knowledge
CORE CONTENT / CONTENT STANDARD	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.

EALR **WA.W.6. Writing Standards**

BIG IDEA / CORE CONTENT		Range of Writing
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CORE CONTENT STANDARD	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.
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EALR **WA.SL.6. Speaking and Listening Standards**

BIG IDEA / CORE CONTENT		Comprehension and Collaboration
CORE CONTENT / CONTENT STANDARD	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.

CONTENT STANDARD / PERFORMANCE 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.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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CONTENT STANDARD / PERFORMANCE 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.
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EALR **WA.L.6. Language Standards**

BIG IDEA / CORE CONTENT		Conventions of Standard English
CORE CONTENT / CONTENT STANDARD	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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CONTENT STANDARD / PERFORMANCE 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.
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EALR **WA.L.6. Language Standards**

BIG IDEA / CORE CONTENT		Conventions of Standard English
CORE CONTENT / CONTENT STANDARD	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CONTENT
STANDARD /
PERFORMANCE
EXPECTATION

L.6.2(b)

Spell correctly.

EALR **WA.L.6. Language Standards**

**BIG IDEA /
CORE
CONTENT**

Knowledge of Language

**CORE
CONTENT /
CONTENT
STANDARD**

L.6.3.

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CONTENT
STANDARD /
PERFORMANCE
EXPECTATION

L.6.3(b)

Maintain consistency in style and tone.

EALR **WA.L.6. Language Standards**

**BIG IDEA /
CORE
CONTENT**

Vocabulary Acquisition and Use

**CORE
CONTENT /
CONTENT
STANDARD**

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.

CONTENT
STANDARD /
PERFORMANCE
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.

CONTENT
STANDARD /
PERFORMANCE
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).

EALR **WA.L.6. Language Standards**

**BIG IDEA /
CORE
CONTENT**

Vocabulary Acquisition and Use

**CORE
CONTENT /
CONTENT
STANDARD**

L.6.5.

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CONTENT
STANDARD /
PERFORMANCE
EXPECTATION

L.6.5(a)

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

EALR **WA.L.6. Language Standards**

**BIG IDEA /
CORE
CONTENT**

Vocabulary Acquisition and Use

CORE
CONTENT /
CONTENT
STANDARD

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.

Washington State K-12 Learning Standards and Guidelines

Language Arts

Grade 6 - Adopted: 2011

EALR **WA.RL.6. Reading Standards for Literature**

**BIG IDEA /
CORE
CONTENT**

Key Ideas and Details

CORE
CONTENT /
CONTENT
STANDARD

RL.6.1.

Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CORE
CONTENT /
CONTENT
STANDARD

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.

CORE
CONTENT /
CONTENT
STANDARD

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.

EALR **WA.RL.6. Reading Standards for Literature**

**BIG IDEA /
CORE
CONTENT**

Craft and Structure

CORE
CONTENT /
CONTENT
STANDARD

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.

CORE
CONTENT /
CONTENT
STANDARD

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.

CORE
CONTENT /
CONTENT
STANDARD

RL.6.6.

Explain how an author develops the point of view of the narrator or speaker in a text.

EALR **WA.RL.6. Reading Standards for Literature**

**BIG IDEA /
CORE
CONTENT**

Range of Reading and Level of Text Complexity

CORE CONTENT / CONTENT STANDARD	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.
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EALR **WA.RI.6. Reading Standards for Informational Text**

BIG IDEA / CORE CONTENT		Key Ideas and Details
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CORE CONTENT / CONTENT STANDARD	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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CORE CONTENT / CONTENT STANDARD	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.
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CORE CONTENT / CONTENT STANDARD	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).
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EALR **WA.RI.6. Reading Standards for Informational Text**

BIG IDEA / CORE CONTENT		Craft and Structure
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CORE CONTENT / CONTENT STANDARD	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
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EALR **WA.RI.6. Reading Standards for Informational Text**

BIG IDEA / CORE CONTENT		Integration of Knowledge and Ideas
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CORE CONTENT / CONTENT STANDARD	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.
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EALR **WA.W.6. Writing Standards**

BIG IDEA / CORE CONTENT		Text Types and Purposes
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CORE CONTENT / CONTENT STANDARD	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.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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EALR WA.W.6. Writing Standards

BIG IDEA / CORE CONTENT		Text Types and Purposes
CORE CONTENT / CONTENT STANDARD	W.6.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

CONTENT STANDARD / PERFORMANCE 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.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.3(b)	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.3(d)	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.3(e)	Provide a conclusion that follows from the narrated experiences or events.
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EALR WA.W.6. Writing Standards

BIG IDEA / CORE CONTENT		Production and Distribution of Writing
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CORE CONTENT / CONTENT STANDARD	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.)
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CORE CONTENT / CONTENT STANDARD	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.
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CORE CONTENT / CONTENT STANDARD	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.
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EALR WA.W.6. Writing Standards

BIG IDEA / CORE CONTENT		Research to Build and Present Knowledge
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CORE CONTENT / CONTENT STANDARD	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.
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EALR WA.W.6. Writing Standards

BIG IDEA / CORE CONTENT		Range of Writing
--------------------------------	--	-------------------------

CORE CONTENT / CONTENT STANDARD	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.
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EALR WA.SL.6. Speaking and Listening Standards

BIG IDEA / CORE CONTENT		Comprehension and Collaboration
--------------------------------	--	--

CORE CONTENT / CONTENT STANDARD	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.
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CONTENT STANDARD / PERFORMANCE 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.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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CONTENT STANDARD / PERFORMANCE 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.
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EALR WA.L.6. Language Standards

BIG IDEA / CORE CONTENT		Conventions of Standard English
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CORE CONTENT / CONTENT STANDARD	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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CONTENT STANDARD / PERFORMANCE 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.
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EALR WA.L.6. Language Standards

BIG IDEA / CORE CONTENT		Conventions of Standard English
CORE CONTENT / CONTENT STANDARD	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.6.2(b)	Spell correctly.
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EALR WA.L.6. Language Standards

BIG IDEA / CORE CONTENT		Knowledge of Language
CORE CONTENT / CONTENT STANDARD	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.6.3(b)	Maintain consistency in style and tone.
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EALR WA.L.6. Language Standards

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	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.

CONTENT STANDARD / PERFORMANCE 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.
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CONTENT STANDARD / PERFORMANCE 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).
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EALR WA.L.6. Language Standards

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
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CORE CONTENT / CONTENT STANDARD	L.6.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
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CONTENT STANDARD / PERFORMANCE EXPECTATION L.6.5(a) Interpret figures of speech (e.g., personification) in context.

EALR WA.L.6. Language Standards

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
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CORE CONTENT / CONTENT STANDARD 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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**Washington State K-12 Learning Standards and Guidelines
Language Arts
Grade 6 - Adopted: 2011**

EALR WA.RL.6. Reading Standards for Literature

BIG IDEA / CORE CONTENT		Key Ideas and Details
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CORE CONTENT / CONTENT STANDARD RL.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CORE CONTENT / CONTENT STANDARD 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.

EALR WA.RL.6. Reading Standards for Literature

BIG IDEA / CORE CONTENT		Craft and Structure
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CORE CONTENT / CONTENT STANDARD 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.

EALR WA.RL.6. Reading Standards for Literature

BIG IDEA / CORE CONTENT		Range of Reading and Level of Text Complexity
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CORE CONTENT / CONTENT STANDARD	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.
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EALR **WA.RI.6. Reading Standards for Informational Text**

BIG IDEA / CORE CONTENT		Key Ideas and Details
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CORE CONTENT / CONTENT STANDARD	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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CORE CONTENT / CONTENT STANDARD	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.
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CORE CONTENT / CONTENT STANDARD	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).
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EALR **WA.RI.6. Reading Standards for Informational Text**

BIG IDEA / CORE CONTENT		Craft and Structure
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CORE CONTENT / CONTENT STANDARD	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
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CORE CONTENT / CONTENT STANDARD	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.
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EALR **WA.RI.6. Reading Standards for Informational Text**

BIG IDEA / CORE CONTENT		Integration of Knowledge and Ideas
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CORE CONTENT / CONTENT STANDARD	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.
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EALR **WA.W.6. Writing Standards**

BIG IDEA / CORE CONTENT		Production and Distribution of Writing
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CORE CONTENT / CONTENT STANDARD	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.
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CORE CONTENT / CONTENT STANDARD	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.
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EALR **WA.W.6. Writing Standards**

BIG IDEA / CORE CONTENT		Range of Writing
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CORE CONTENT / CONTENT STANDARD	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.
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EALR **WA.L.6. Language Standards**

BIG IDEA / CORE CONTENT		Conventions of Standard English
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CORE CONTENT / CONTENT STANDARD	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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CONTENT STANDARD / PERFORMANCE 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.
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EALR **WA.L.6. Language Standards**

BIG IDEA / CORE CONTENT		Conventions of Standard English
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CORE CONTENT / CONTENT STANDARD	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.6.2(b)	Spell correctly.
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EALR **WA.L.6. Language Standards**

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
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CORE CONTENT / CONTENT STANDARD	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.
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CONTENT
STANDARD /
PERFORMANCE
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.

CONTENT
STANDARD /
PERFORMANCE
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).

EALR **WA.L.6. Language Standards**

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
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CORE
CONTENT /
CONTENT
STANDARD

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.