Main Criteria: Structure and Style for Students

Secondary Criteria: Washington State K-12 Learning Standards and Guidelines

Subject: Language Arts

Grade: 6

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

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

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.
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.
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.
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.

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.SL.6.	Speaking and Listening Standards
BIG IDEA / CORE CONTENT		Presentation of Knowledge and Ideas
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
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(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		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 2: WRITING FROM NOTES Week 2 Page 17-26
		Washington State K-12 Learning Standards and Guidelines
		Language Arts
EALR	WA.RI.6.	
EALR BIG IDEA / CORE CONTENT	WA.RI.6.	Language Art s Grade 6 - Adopted: 2011
BIG IDEA / CORE	WA.RI.6. RI.6.1.	Language Arts Grade 6 - Adopted: 2011 Reading Standards for Informational Text
BIG IDEA / CORE CONTENT CORE CONTENT / CONTENT /		Language Arts Grade 6 - Adopted: 2011 Reading Standards for Informational Text Key Ideas and Details
BIG IDEA / CORE CONTENT / CONTENT / CONTENT STANDARD	RI.6.1.	Language Arts Grade 6 - Adopted: 2011 Reading Standards for Informational Text Key Ideas and Details Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text
BIG IDEA / CORE CONTENT / CONTENT / CONTENT STANDARD CORE CONTENT / CONTENT STANDARD CORE CONTENT / CONTENT /	RI.6.1. RI.6.2. RI.6.3.	Language Arts Grade 6 - Adopted: 2011 Reading Standards for Informational Text Key Ideas and Details Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 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. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through

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.
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.
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.
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 /	W.6.9(b)	Apply grade 6 reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").

STANDARD / PERFORMANCE EXPECTATION

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.

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.SL.6.	Speaking and Listening Standards
BIG IDEA / CORE CONTENT		Presentation of Knowledge and Ideas
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
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
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 2: WRITING FROM NOTES Week 3 Page 27-36

Washington State K-12 Learning Standards and Guidelines Language Arts

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

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.
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 /	W.6.9(b)	Apply grade 6 reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").

STANDARD / PERFORMANCE EXPECTATION

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.

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.SL.6.	Speaking and Listening Standards
BIG IDEA / CORE CONTENT		Presentation of Knowledge and Ideas
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
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
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 Language Arts

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
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	W.6.3(a)	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an

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.

STANDARD / PERFORMANCE EXPECTATION

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
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.

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.SL.6.	Speaking and Listening Standards
BIG IDEA / CORE CONTENT		Presentation of Knowledge and Ideas
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
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
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 5 Page 45-52
		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.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 /	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 /		Production and Distribution of Writing
CORE CONTENT		
	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 CORE CONTENT / CONTENT	W.6.4. W.6.5.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task,
CORE CONTENT / CONTENT STANDARD		Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) With some guidance and support from peers and adults, develop and strengthen writing as needed by planning,
CORE CORE CONTENT / CONTENT STANDARD CORE CONTENT STANDARD CORE CONTENT / CONTENT / CONTENT /	W.6.5. W.6.6.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT CORE CONTENT / CONTENT STANDARD CORE CONTENT STANDARD CORE CONTENT / CONTENT / CONTENT / STANDARD	W.6.5. W.6.6.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

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.
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.SL.6.	Speaking and Listening Standards
BIG IDEA / CORE CONTENT		Presentation of Knowledge and Ideas
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
CORE CONTENT / CONTENT STANDARD	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EALR	WA.L.6.	Language Standards
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).
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.
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.
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
EXPECTATION	WA.L.6.	Language Standards
CONTENT STANDARD / PERFORMANCE	L.6.2(b)	Spell correctly.
CORE CONTENT / CONTENT STANDARD	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
BIG IDEA / CORE CONTENT		Conventions of Standard English
EALR	WA.L.6.	Language Standards
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.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

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 3: RETELLING NARRATIVE STORIES Week 6 Page 53-60

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

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	L.6.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in

CONTENTL.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).PERFORMANCE

EXPECTATION

BIG DEA/ CONTENT Vacabulary Acquisition and Use CORE CONTENT/ CONTENT L.6.6. Acquire and use accurately grade-appropriate general academic and domain-specific works and phrases: gather vacabulary knowledge when considering a work of phrase imponiant to comprehension or expression. CONTENT/ CONTENT L.6.6. Acquire and use accurately grade-appropriate general academic and domain-specific works and phrases: gather wacabulary knowledge when considering a work of phrase imponiant to comprehension or expression. CONTENT LNRT 4: SUMMARIZING A REFERENCE Week 7 Page 51-74 Washington State K-12 Learning Standards and Gudelines Language Aris Crase 6 - Adoptet: 2011 EALR WARLE Reading Standards for informational Text BIG IDEA/ CONTENT/ STANDARD Rel.0. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text CONTENT/ STANDARD Rel.2. CORE CONTENT/ STANDARD Rel.2. Determine a central idea of a text and how it is conveyed frough particular dealits; provide a summary of the text CONTENT/ STANDARD Rel.2. CORE CONTENT/ STANDARD Rel.3. Analyze in dealin how a key individual, event, or idea is introduced, illustrated, and elaborated in a text [e.g., thiough contents] CORE CONTENT/ STANDARD Rel.4. Reading Standards for informational Text EALR WARLE Reading Standards for informational Text			
CONTENT/ STANDARD vocabulary knowledge when considering a word or phrase important to comprehension or expression. UNT 4': SUMMARIZING A REFERENCE Week 7 Page 61-74 Washington State K-12 Learning Standards and Guidetines Language Aris Crade 6 - Adopted: 2013 EALR WARL6. Reading Standards for Informational Text BIG IDEA / CORE CONTENT 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 RI-6.2. Determine to expression or judgments. CORE CONTENT RI-6.3. Determine to expression or judgments. CORE CONTENT 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 anecdores). CORE CONTENT/ CONTENT RI-6.4. Cert and Structure CORE CONTENT/ CONTENT/ CONTENT 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/ CON	CORE		Vocabulary Acquisition and Use
Washington State K-12 Learning Standards and Guidelines Language Arts Grade 6 - Adopted: 2011 EALR WA.RLS. Reading Standards for Informational Text BIO DEL/ CONTENT Key Ideas and Details CORE CONTENT RLS.1. Cile textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. CORE CONTENT/ CONTENT RLS.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/ CONTENT/ CONTENT/ STANDARD RLS.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/ CONTENT/ STANDARD RLS.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdoes). EALR WA.RL6. Reading Standards for Informational Text BIG IDEA / CORE CONTENT/ CONTENT/ STANDARD RLS.4. Determine the meaning of words and phrases as they are used in a text including figurative, connotative, and technical meanings CORE CONTENT/ CONTENT/ CONTENT/ CONTENT/ CONTENT/ CONTENT/ CONTENT/ CONTENT/ CONTENT/ Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and corintiuuis to the development of the ideas.	CONTENT / CONTENT	L.6.6.	
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CORE CONTENT R16.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. CORE CONTENT/ CONTENT/ STANDARD R16.2. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. CORE CONTENT/ CONTENT/ STANDARD R16.2. 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/ STANDARD R16.3. 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.R16. Reading Standards for Informational Text BIG IDEA/ CONTENT/ CONTENT/ STANDARD R16.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings CORE CONTENT/ CONTENT/ STANDARD R16.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings CORE CONTENT/ CONTENT/ STANDARD R16.5. 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.R16. Reading Standards for Informational Text BIG IDEA/ Integration of Knowledge and Ideas	EALR	WA.RI.6.	Reading Standards for Informational Text
CONTENT/ CONTENT RI6.2. 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 / STANDARD RI6.3. 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 EIG IDEA / CONTENT / STANDARD Craft and Structure CORE CONTENT / STANDARD RI6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings CORE CONTENT / STANDARD RI6.5. 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 EIG IDEA / CONTENT / STANDARD Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings CORE CONTENT / STANDARD RI6.5. 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 EALR WA.RI.6. Reading Sta	CORE		Key Ideas and Details
CONTENT/ CONTENT distinct from personal opinions or judgments. CORE CONTENT/ STANDARD Rl.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). CONTENT/ CONTENT/ STANDARD WA.Rl.6. Reading Standards for Informational Text BIG IDEA / CONTENT/ STANDARD Craft and Structure Craft and Structure CORE CONTENT/ STANDARD Rl.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings CORE CONTENT/ STANDARD Rl.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.Rl.6. Reading Standards for Informational Text EALR WA.Rl.6. Reading Standards for Informational Text	CONTENT / CONTENT	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
CONTENT / CONTENT STANDARD examples or anecdotes). EALR WA.RI.6. Reading Standards for Informational Text BIG IDEA / CORE CONTENT Craft and Structure CORE CONTENT / CONTENT	CONTENT / CONTENT	RI.6.2.	
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 / STANDARD RI.6.5. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings CORE 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 CORE Integration of Knowledge and Ideas	CONTENT / CONTENT	RI.6.3.	
CORE CONTENT 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/ 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/ 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 Integration of Knowledge and Ideas	EALR	WA.RI.6.	Reading Standards for Informational Text
CONTENT / CONTENT STANDARD technical meanings CORE CONTENT / 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 Integration of Knowledge and Ideas	CORE		Craft and Structure
CONTENT / CONTENT STANDARD contributes to the development of the ideas. EALR WA.RI.6. Reading Standards for Informational Text BIG IDEA / CORE Integration of Knowledge and Ideas	CONTENT / CONTENT	RI.6.4.	
BIG IDEA / Integration of Knowledge and Ideas CORE	CONTENT / CONTENT	RI.6.5.	
CORE	EALR	WA.RI.6.	Reading Standards for Informational Text
	CORE		Integration of Knowledge and Ideas

CORE CONTENT / CONTENT	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
STANDARD		

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

PERFORMANCE EXPECTATION CONTENT L.6.1(e) STANDARD / PERFORMANCE EXPECTATION

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.
		UNIT 4: SUMMARIZING A REFERENCE Week 8 Page 75-80
		Washington State K-12 Learning Standards and Guidelines Language Arts Grade 6 - Adopted: 2011
EALR	WA.RI.6.	Reading Standards for Informational Text

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.

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

CONTENT	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
STANDARD /		
PERFORMANCE		
EXPECTATION		

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.
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.

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.
EALD		Language Chandrada

BIG IDEA / CORE		Vocabulary Acquisition and Use
CONTENT		
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 4: SUMMARIZING A REFERENCE Week 9 Page 81-88
		Washington State K-12 Learning Standards and Guidelines Language Arts
EALR	WA.RI.6.	Washington State K-12 Learning Standards and Guidelines
EALR BIG IDEA / CORE CONTENT	WA.RI.6.	Washington State K-12 Learning Standards and Guidelines Language Arts Grade 6 - Adopted: 2011
BIG IDEA / CORE	WA.RI.6. RI.6.1.	Washington State K-12 Learning Standards and Guidelines Language Arts Grade 6 - Adopted: 2011 Reading Standards for Informational Text
BIG IDEA / CORE CONTENT / CONTENT / CONTENT /		Washington State K-12 Learning Standards and Guidelines Language Arts Grade 6 - Adopted: 2011 Reading Standards for Informational Text Key Ideas and Details
BIG IDEA / CORE CONTENT / CONTENT / CONTENT STANDARD	RI.6.1.	Washington State K-12 Learning Standards and Guidelines Language Arts Grade 6 - Adopted: 2011 Reading Standards for Informational Text Key Ideas and Details Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text

BIG IDEA / Craft and Structure CORE CONTENT

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

CONTENTSL.6.1(c)Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic,STANDARD /text, or issue under discussion.PERFORMANCEtextEXPECTATIONtext

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

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	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather

L.6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CONTENT / CONTENT STANDARD

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

Washington State K-12 Learning Standards and Guidelines

Language Arts

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
EALR	WA.RI.6.	Reading Standards for Informational Text
BIG IDEA / CORE CONTENT		Integration of Knowledge and Ideas

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.
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.
EALR	WA.W.6.	Writing Standards
EALR BIG IDEA / CORE CONTENT	WA.W.6.	Writing Standards Production and Distribution of Writing
BIG IDEA / CORE	WA.W.6. W.6.4.	
BIG IDEA / CORE CONTENT CORE CONTENT / CONTENT /		Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task,
BIG IDEA / CORE CONTENT / CONTENT / CONTENT STANDARD	W.6.4.	Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) With some guidance and support from peers and adults, develop and strengthen writing as needed by planning,
BIG IDEA / CORE CONTENT / CONTENT / CONTENT STANDARD CORE CONTENT / CONTENT STANDARD CORE CORE CONTENT / CONTENT /	W.6.4. W.6.5. W.6.6.	Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with

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.
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.
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 ST ANDARD	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(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

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
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.
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.
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	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with
CONTENT /		others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
CONTENT		
STANDARD		

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.

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.

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
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

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		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

CONTENT		
CORE CONTENT / CONTENT STANDARD		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	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

EXPECTATION

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
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 /	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

CONTENT STANDARD

WA.W.6. Writing Standards

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.

WA.L.6. Language Standards EALR

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	L.6.2(b)	Spell correctly.
STANDARD /		
PERFORMANCE		
EXPECTATION		

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.
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 13 Page 115-126
		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	t
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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
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.
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).
EALR	WA.W.6.	Writing Standards
EALR BIG IDEA / CORE CONTENT	WA.W.6.	Writing Standards Text Types and Purposes
BIG IDEA / CORE	WA.W.6.	-
BIG IDEA / CORE CONTENT CORE CONTENT / CONTENT /		Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information
BIG IDEA / CORE CONTENT CORE CONTENT / CONTENT STANDARD / PERFORMANCE	W.6.2(a) W.6.2(b)	Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and
BIG IDEA / CORE CONTENT CORE CONTENT / CONTENT STANDARD / PERFORMANCE EXPECTATION CONTENT STANDARD / PERFORMANCE	W.6.2(a) W.6.2(b) W.6.2(d)	Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
BIG IDEA / CORE CONTENT CORE CONTENT / CONTENT STANDARD / PERFORMANCE EXPECTATION CONTENT STANDARD / PERFORMANCE EXPECTATION CONTENT STANDARD / PERFORMANCE	W.6.2(a) W.6.2(b) W.6.2(d)	Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

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.
		Writing Standards
EALR	WA.W.6.	writing Standards
EALR BIG IDEA / CORE CONTENT	WA.W.6.	Research to Build and Present Knowledge
BIG IDEA / CORE	WA.W.6.	-
BIG IDEA / CORE CONTENT CORE CONTENT / CONTENT /		Research to Build and Present Knowledge
BIG IDEA / CORE CONTENT CORE CONTENT / CONTENT STANDARD / PERFORMANCE	W.6.9. W.6.9(a)	Research to Build and Present Knowledge Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 6 reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., "Compare and contrast texts
BIG IDEA / CORE CONTENT CORE CONTENT / CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.9. W.6.9(a)	Research to Build and Present Knowledge Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 6 reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").
BIG IDEA / CORE CONTENT CORE CONTENT / CONTENT STANDARD / PERFORMANCE EXPECTATION EALR BIG IDEA / CORE	W.6.9. W.6.9(a)	Research to Build and Present Knowledge Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 6 reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics"). Writing Standards

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
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 14 Page 127-140

Washington State K-12 Learning Standards and Guidelines

Language Arts

Grade 6 - Adopted: 2011	
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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.
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).
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.
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.
EALR	WA.W.6.	Writing Standards
EALR BIG IDEA / CORE CONTENT	WA.W.6.	Writing Standards Research to Build and Present Knowledge
BIG IDEA / CORE	WA.W.6.	-
BIG IDEA / CORE CONTENT CORE CONTENT / CONTENT /		Research to Build and Present Knowledge
BIG IDEA / CORE CONTENT CORE CONTENT / CONTENT STANDARD / PERFORMANCE	W.6.9. W.6.9(a)	Research to Build and Present Knowledge Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 6 reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g.,
BIG IDEA / CORE CONTENT CORE CONTENT / CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.9. W.6.9(a)	Research to Build and Present Knowledge Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 6 reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").
BIG IDEA / CORE CONTENT CORE CONTENT / CONTENT STANDARD / PERFORMANCE EXPECTATION EALR BIG IDEA / CORE	W.6.9. W.6.9(a)	Research to Build and Present Knowledge Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 6 reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics"). Writing Standards

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
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 6: SUMMARIZING MULTIPLE REFERENCES Week 15 Page 141-152

Washington State K-12 Learning Standards and Guidelines

Language Arts

Grade 6 - Adopted: 2011	
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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.
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).
EALR	WA.W.6.	Writing Standards
BIG IDEA / CORE CONTENT		Text Types and Purposes
CORE	W.6.2.	Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
CORE CONTENT CORE CONTENT / CONTENT	W.6.2 . W.6.2(a)	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information
CORE CONTENT / CONTENT / CONTENT STANDARD / PERFORMANCE		Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and
CORE CONTENT / CONTENT / CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.2(a)	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
CORE CONTENT / CONTENT / CONTENT STANDARD / PERFORMANCE EXPECTATION CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.2(a) W.6.2(b)	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use precise language and domain-specific vocabulary to inform about or explain the topic.
CORE CONTENT / CORE CONTENT / CONTENT STANDARD / PERFORMANCE EXPECTATION CONTENT STANDARD / PERFORMANCE EXPECTATION CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.2(a) W.6.2(b) W.6.2(d)	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use precise language and domain-specific vocabulary to inform about or explain the topic.

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.	ith some guidance and support from peers and adults, develop and strengthen writing as needed by planning, vising, 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.	
EALR	WA.W.6.	Writing Standards	
EALR BIG IDEA / CORE CONTENT	WA.W.6.	Writing Standards Research to Build and Present Knowledge	
BIG IDEA / CORE	WA.W.6.	-	
BIG IDEA / CORE CONTENT CORE CONTENT / CONTENT /		Research to Build and Present Knowledge	
BIG IDEA / CORE CONTENT CORE CONTENT / CONTENT STANDARD / PERFORMANCE	W.6.9. W.6.9(a)	Research to Build and Present Knowledge Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 6 reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g.,	
BIG IDEA / CORE CONTENT CORE CONTENT / CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.9. W.6.9(a)	Research to Build and Present Knowledge Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 6 reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").	
BIG IDEA / CORE CONTENT CORE CONTENT / CONTENT STANDARD / PERFORMANCE EXPECTATION EALR BIG IDEA / CORE	W.6.9. W.6.9(a)	Research to Build and Present Knowledge Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 6 reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics"). Writing Standards	

BIG IDEA / CORE CONTENT		Comprehension and Collaboration	
CORE CONTENT / CONTENT STANDARD	SL.6.1.	ngage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) ith diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing neir own clearly.	
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.6.1(a)	ome to discussions prepared, having read or studied required material; explicitly draw on that preparation by erring 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
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

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.	etermine the meaning of words and phrases as they are used in a text, including figurative, connotative, and chnical 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.	
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).	
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.	
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.	ith some guidance and support from peers and adults, develop and strengthen writing as needed by planning, vising, 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.	
EALR	WA.W.6.	Writing Standards	
EALR BIG IDEA / CORE CONTENT	WA.W.6.	Writing Standards Research to Build and Present Knowledge	
BIG IDEA / CORE	WA.W.6.	-	
BIG IDEA / CORE CONTENT CORE CONTENT / CONTENT /		Research to Build and Present Knowledge	
BIG IDEA / CORE CONTENT CORE CONTENT / CONTENT STANDARD / PERFORMANCE	W.6.9. W.6.9(a)	Research to Build and Present Knowledge Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 6 reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g.,	
BIG IDEA / CORE CONTENT CORE CONTENT / CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.9. W.6.9(a)	Research to Build and Present Knowledge Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 6 reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").	
BIG IDEA / CORE CONTENT CORE CONTENT / CONTENT STANDARD / PERFORMANCE EXPECTATION EALR BIG IDEA / CORE	W.6.9. W.6.9(a)	Research to Build and Present Knowledge Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 6 reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics"). Writing Standards	

BIG IDEA / CORE CONTENT		Comprehension and Collaboration	
CORE CONTENT / CONTENT STANDARD	SL.6.1.	ngage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) ith diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing neir own clearly.	
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.6.1(a)	ome to discussions prepared, having read or studied required material; explicitly draw on that preparation by erring 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
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

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.

CONTENTW.6.2(f)Provide a concluding statement or section that follows from the information or explanation presented.STANDARD /PERFORMANCEEXPECTATIONV

EALR	WA.W.6.	Writing Standards			
BIG IDEA / CORE CONTENT		Production and Distribution of Writing			
CORE CONTENT / CONTENT STANDARD	W.6.4.	duce clear and coherent writing in which the development, organization, and style are appropriate to task, pose, 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			
CORE CONTENT / CONTENT STANDARD	W.6.10.	Vrite routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a ingle 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			
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.			

CONTENTSL.6.1(c)Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic,STANDARD /text, or issue under discussion.PERFORMANCEEXPECTATION

EALR	WA.L.6.	anguage 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.6.6.	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

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

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
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.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 ST ANDARD	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.6.6.	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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Grade 6 - Adopted: 2011

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

STANDARD

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	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with

CORE	VV.0.0.	Use technology, including the internet, to produce and publish whiting as well as to interact and collaborate with
CONTENT /		others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
CONTENT		
STANDARD		

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.

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
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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

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.

CORE	RI.6.9.	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a
CONTENT /		biography on the same person).
CONTENT		
STANDARD		

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(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	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with
CONTENT /		others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
CONTENT		
STANDARD		

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.
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").
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.
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 L.6.1(e) STANDARD / PERFORMANCE EXPECTATION

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.		
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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

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

CORE	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or
CONTENT /		paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic
CONTENT		information for sources.
STANDARD		

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").			

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.

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

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EALR	WA.RL.6.	A.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			

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
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(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	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

CONTENTW.6.3(b)Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/orSTANDARD /characters.PERFORMANCEEXPECTATION	
	'or
CONTENT W.6.3(d) Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. STANDARD / events. PERFORMANCE EXPECTATION	s and
CONTENTW.6.3(e)Provide a conclusion that follows from the narrated experiences or events.STANDARD /PERFORMANCEEXPECTATION	
EALR WA.W.6. Writing Standards	
BIG IDEA / Production and Distribution of Writing CORE CONTENT	
COREW.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.)CONTENTSTANDARD	
COREW.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.CONTENTSTANDARD	ning,
COREW.6.6.Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting STANDARD	
EALR WA.W.6. Writing Standards	
BIG IDEA / Research to Build and Present Knowledge CORE CONTENT	
CORE W.6.8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quot CONTENT / paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic CONTENT information for sources. STANDARD STANDARD	
EALR WA.W.6. Writing Standards	
BIG IDEA / Range of Writing CORE CONTENT	

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		
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 /	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.		
PERFORMANCE EXPECTATION				
	WA.L.6.	Language Standards		
EXPECTATION	WA.L.6.	Language Standards Conventions of Standard English		
EXPECTATION EALR BIG IDEA / CORE	WA.L.6.			
EXPECTATION EALR BIG IDEA / CORE CONTENT CORE CONTENT / CONTENT /		Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or		
EXPECTATION EALR BIG IDEA / CORE CONTENT CORE CONTENT / CONTENT STANDARD / PERFORMANCE	L.6.1.	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		
EXPECTATION EALR BIG IDEA / CORE CONTENT CORE CONTENT / CONTENT STANDARD / PERFORMANCE EXPECTATION CONTENT STANDARD / PERFORMANCE	L.6.1 .	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). Recognize variations from standard English in their own and others' writing and speaking, and identify and use		
EXPECTATION EALR BIG IDEA / CORE CONTENT CORE CONTENT / CONTENT STANDARD / PERFORMANCE EXPECTATION CONTENT STANDARD / PERFORMANCE EXPECTATION	L.6.1(d)	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.		

CONTENT	L.6.2(b)	Spell correctly.
STANDARD /		
PERFORMANCE		
EXPECTATION		

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

UNIT 9: FORMAL CRITIQUE Week 23 Page 221-230

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	RL.6.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text
CONTENT /		complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT		
STANDARD		

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
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.

CONTENTW.6.2(b)Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.STANDARD /PERFORMANCEEXPECTATION-

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
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
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
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 L.6.1(e) STANDARD / PERFORMANCE EXPECTATION

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		Knowledge of Language
CORE CONTENT / CONTENT STANDARD	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CONTENT	L.6.3(b)	Maintain consistency in style and tone.

CONTENT L.6.3(b) Maintain consistency in style and tor STANDARD / PERFORMANCE EXPECTATION

EALR WA.L.6. Language Standards

CONTENT

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

EALR WA.L.6. Language Standards

EXPECTATION

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

CORE	RL.6.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text
CONTENT /		complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT		
STANDARD		

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		Production and Distribution of Writing

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	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with

CORE W.6.6. Use technology, including the internet, to produce and publish writing as well as t	o interact and collaborate with
CONTENT / others; demonstrate sufficient command of keyboarding skills to type a minimum	of three pages in a single sitting.
CONTENT	
STANDARD	

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.

EALR WA.L.6. Language Standards

	Conventions of Standard English
L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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.
WA.L.6.	Language Standards
	Conventions of Standard English
L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	L.6.1(d) L.6.1(e) WA.L.6.

CONTENT	L.6.2(b)	Spell correctly
STANDARD /		
PERFORMANCE		
EXPECTATION		

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.
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.