

# Main Criteria: Investigations in Writing

## Secondary Criteria: Montana Content Standards

Subject: Language Arts

Grade: 6

### Investigations in Writing

Lesson 01: Unit 1: Note Making and Outlines, p. 11-18

## Montana Content Standards

### Language Arts

Grade 6 - Adopted: 2011

**CONTENT STANDARD / DOMAIN**      **MT.CC.RI .6.**      **Reading Standards for Informational Text**

**BENCHMARK / STANDARD**

**Key Ideas and Details**

GRADE LEVEL  
EXPECTATION /  
BENCHMARK

RI.6.1.

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

GRADE LEVEL  
EXPECTATION /  
BENCHMARK

RI.6.2.

Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

GRADE LEVEL  
EXPECTATION /  
BENCHMARK

RI.6.3.

Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

**CONTENT STANDARD / DOMAIN**      **MT.CC.RI .6.**      **Reading Standards for Informational Text**

**BENCHMARK / STANDARD**

**Craft and Structure**

GRADE LEVEL  
EXPECTATION /  
BENCHMARK

RI.6.4.

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

**CONTENT STANDARD / DOMAIN**      **MT.CC.RI .6.**      **Reading Standards for Informational Text**

**BENCHMARK / STANDARD**

**Integration of Knowledge and Ideas**

GRADE LEVEL  
EXPECTATION /  
BENCHMARK

RI.6.7.

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

**CONTENT STANDARD / DOMAIN**      **MT.CC.W .6.**      **Writing Standards**

BENCHMARK / STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION / BENCHMARK	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.(Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION / BENCHMARK	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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6.)
CONTENT STANDARD / DOMAIN	MT.CC.W.6.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION / BENCHMARK	W.6.8.	Gather relevant information from multiple oral, print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
CONTENT STANDARD / DOMAIN	MT.CC.W.6.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION / BENCHMARK	W.6.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	W.6.9.b.	Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").
CONTENT STANDARD / DOMAIN	MT.CC.S L.6.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / BENCHMARK	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.
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.
EXPECTATION	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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.
EXPECTATION	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

**CONTENT STANDARD / DOMAIN**      **MT.CC.S L.6.**      **Speaking and Listening Standards**

<b>BENCHMARK / STANDARD</b>		<b>Presentation of Knowledge and Ideas</b>
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GRADE LEVEL EXPECTATION / BENCHMARK	SL.6.4.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
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**CONTENT STANDARD / DOMAIN**      **MT.CC.L. 6.**      **Language Standards**

<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
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GRADE LEVEL EXPECTATION / BENCHMARK	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
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EXPECTATION	L.6.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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EXPECTATION	L.6.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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**CONTENT STANDARD / DOMAIN**      **MT.CC.L. 6.**      **Language Standards**

<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
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GRADE LEVEL EXPECTATION / BENCHMARK	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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Lesson 02: Unit 2: Writiiing from Notes, p. 19-28

## Montana Content Standards

### Language Arts

#### Grade 6 - Adopted: 2011

**CONTENT STANDARD / DOMAIN**      **MT.CC.RI .6.**      **Reading Standards for Informational Text**

<b>BENCHMARK / STANDARD</b>		<b>Key Ideas and Details</b>
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GRADE LEVEL EXPECTATION / BENCHMARK	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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GRADE LEVEL EXPECTATION / BENCHMARK	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
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GRADE LEVEL EXPECTATION / BENCHMARK	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).
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.RI .6.</b>	<b>Reading Standards for Informational Text</b>
<b>BENCHMARK / STANDARD</b>		<b>Craft and Structure</b>
GRADE LEVEL EXPECTATION / BENCHMARK	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.RI .6.</b>	<b>Reading Standards for Informational Text</b>
<b>BENCHMARK / STANDARD</b>		<b>Integration of Knowledge and Ideas</b>
GRADE LEVEL EXPECTATION / BENCHMARK	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.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .6.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>W.6.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
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.
EXPECTATION	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	W.6.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
EXPECTATION	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.6.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .6.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>

GRADE LEVEL EXPECTATION / BENCHMARK	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.(Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION / BENCHMARK	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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6.)
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .6.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>
GRADE LEVEL EXPECTATION / BENCHMARK	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.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.S L.6.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>SL.6.1.</b>	<b>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.</b>
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.
EXPECTATION	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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.
EXPECTATION	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.S L.6.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Presentation of Knowledge and Ideas</b>
GRADE LEVEL EXPECTATION / BENCHMARK	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.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 6.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Conventions of Standard English</b>

<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.6.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
EXPECTATION	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 6.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.6.4.</b>	<b>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.</b>
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.
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).
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 6.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
GRADE LEVEL EXPECTATION / BENCHMARK	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.

### Lesson 03: Unit 2: Writing from Notes, p. 29-34

## Montana Content Standards

### Language Arts

#### Grade 6 - Adopted: 2011

<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.RI .6.</b>	<b>Reading Standards for Informational Text</b>
<b>BENCHMARK / STANDARD</b>		<b>Key Ideas and Details</b>
GRADE LEVEL EXPECTATION / BENCHMARK	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXPECTATION / BENCHMARK	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

GRADE LEVEL EXPECTATION / BENCHMARK	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).
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.RI .6.</b>	<b>Reading Standards for Informational Text</b>
<b>BENCHMARK / STANDARD</b>		<b>Craft and Structure</b>
GRADE LEVEL EXPECTATION / BENCHMARK	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.RI .6.</b>	<b>Reading Standards for Informational Text</b>
<b>BENCHMARK / STANDARD</b>		<b>Integration of Knowledge and Ideas</b>
GRADE LEVEL EXPECTATION / BENCHMARK	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.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .6.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>W.6.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
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.
EXPECTATION	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	W.6.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
EXPECTATION	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.6.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .6.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>

GRADE LEVEL EXPECTATION / BENCHMARK	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.(Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION / BENCHMARK	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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6.)
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .6.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Research to Build and Present Knowledge</b>
GRADE LEVEL EXPECTATION / BENCHMARK	W.6.8.	Gather relevant information from multiple oral, 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.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .6.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Research to Build and Present Knowledge</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>W.6.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
EXPECTATION	W.6.9.b.	Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .6.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>
GRADE LEVEL EXPECTATION / BENCHMARK	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.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.S L.6.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>SL.6.1.</b>	<b>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.</b>
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.
EXPECTATION	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.



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.
EXPECTATION	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.S L.6.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Presentation of Knowledge and Ideas</b>
GRADE LEVEL EXPECTATION / BENCHMARK	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.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 6.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Conventions of Standard English</b>
GRADE LEVEL EXPECTATION / BENCHMARK	L.6.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
EXPECTATION	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 6.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
GRADE LEVEL EXPECTATION / BENCHMARK	L.6.4.	<b>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.</b>
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.
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).
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 6.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
GRADE LEVEL EXPECTATION / BENCHMARK	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.

## Montana Content Standards

## Language Arts

Grade 6 - Adopted: 2011

**CONTENT STANDARD / DOMAIN**      **MT.CC.RI .6.**      **Reading Standards for Informational Text**

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

**CONTENT STANDARD / DOMAIN**      **MT.CC.RI .6.**      **Reading Standards for Informational Text**

<b>BENCHMARK / STANDARD</b>		<b>Craft and Structure</b>
GRADE LEVEL EXPECTATION / BENCHMARK	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

**CONTENT STANDARD / DOMAIN**      **MT.CC.RI .6.**      **Reading Standards for Informational Text**

<b>BENCHMARK / STANDARD</b>		<b>Integration of Knowledge and Ideas</b>
GRADE LEVEL EXPECTATION / BENCHMARK	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

**CONTENT STANDARD / DOMAIN**      **MT.CC.W .6.**      **Writing Standards**

<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
GRADE LEVEL EXPECTATION / BENCHMARK	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.
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.

EXPECTATION	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	W.6.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
EXPECTATION	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.6.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .6.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>
GRADE LEVEL EXPECTATION / BENCHMARK	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.(Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION / BENCHMARK	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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6.)
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .6.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Research to Build and Present Knowledge</b>
GRADE LEVEL EXPECTATION / BENCHMARK	W.6.8.	Gather relevant information from multiple oral, 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.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .6.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Research to Build and Present Knowledge</b>
GRADE LEVEL EXPECTATION / BENCHMARK	W.6.9.	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
EXPECTATION	W.6.9.b.	Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .6.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>
GRADE LEVEL EXPECTATION / BENCHMARK	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**CONTENT STANDARD / DOMAIN**      **MT.CC.S L.6.**      **Speaking and Listening Standards**

BENCHMARK / STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / BENCHMARK	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.

EXPECTATION	SL.6.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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EXPECTATION	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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EXPECTATION	SL.6.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
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EXPECTATION	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
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**CONTENT STANDARD / DOMAIN**      **MT.CC.L. 6.**      **Language Standards**

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

EXPECTATION	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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EXPECTATION	L.6.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
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**CONTENT STANDARD / DOMAIN**      **MT.CC.L. 6.**      **Language Standards**

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / BENCHMARK	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.

EXPECTATION	L.6.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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EXPECTATION	L.6.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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**CONTENT STANDARD / DOMAIN**      **MT.CC.L. 6.**      **Language Standards**

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
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GRADE LEVEL EXPECTATION / BENCHMARK	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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Lesson 05: Unit 3: Retelling Narrative Stories, p. 43-48

## Montana Content Standards

### Language Arts

Grade 6 - Adopted: 2011

<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.R L.6.</b>	<b>Reading Standards for Literature</b>
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<b>BENCHMARK / STANDARD</b>		<b>Key Ideas and Details</b>
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GRADE LEVEL EXPECTATION / BENCHMARK	RL.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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GRADE LEVEL EXPECTATION / BENCHMARK	RL.6.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
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GRADE LEVEL EXPECTATION / BENCHMARK	RL.6.3.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
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<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.R L.6.</b>	<b>Reading Standards for Literature</b>
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<b>BENCHMARK / STANDARD</b>		<b>Craft and Structure</b>
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GRADE LEVEL EXPECTATION / BENCHMARK	RL.6.5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
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<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.R L.6.</b>	<b>Reading Standards for Literature</b>
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<b>BENCHMARK / STANDARD</b>		<b>Range of Reading and Level of Text Complexity</b>
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GRADE LEVEL EXPECTATION / BENCHMARK	RL.6.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .6.</b>	<b>Writing Standards</b>
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<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>
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GRADE LEVEL EXPECTATION / BENCHMARK	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.)
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.S L.6.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>SL.6.1.</b>	<b>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.</b>
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.
EXPECTATION	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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.
EXPECTATION	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.S L.6.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Presentation of Knowledge and Ideas</b>
GRADE LEVEL EXPECTATION / BENCHMARK	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.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 6.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.6.4.</b>	<b>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.</b>
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.
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).
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 6.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>

GRADE LEVEL EXPECTATION / BENCHMARK	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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Lesson 06: Unit 3: Retelling Narrative Stories, p. 49-56

## Montana Content Standards

### Language Arts

Grade 6 - Adopted: 2011

<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.R L.6.</b>	<b>Reading Standards for Literature</b>
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<b>BENCHMARK / STANDARD</b>		<b>Key Ideas and Details</b>
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GRADE LEVEL EXPECTATION / BENCHMARK	RL.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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GRADE LEVEL EXPECTATION / BENCHMARK	RL.6.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
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GRADE LEVEL EXPECTATION / BENCHMARK	RL.6.3.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
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<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.R L.6.</b>	<b>Reading Standards for Literature</b>
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<b>BENCHMARK / STANDARD</b>		<b>Craft and Structure</b>
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GRADE LEVEL EXPECTATION / BENCHMARK	RL.6.5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
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<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.R L.6.</b>	<b>Reading Standards for Literature</b>
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<b>BENCHMARK / STANDARD</b>		<b>Range of Reading and Level of Text Complexity</b>
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GRADE LEVEL EXPECTATION / BENCHMARK	RL.6.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .6.</b>	<b>Writing Standards</b>
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<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
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<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>W.6.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>
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.
EXPECTATION	W.6.3.c.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
EXPECTATION	W.6.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
EXPECTATION	W.6.3.e.	Provide a conclusion that follows from the narrated experiences or events.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .6.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>
GRADE LEVEL EXPECTATION / BENCHMARK	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.(Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION / BENCHMARK	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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6.)
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .6.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>
GRADE LEVEL EXPECTATION / BENCHMARK	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.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.S L.6.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>SL.6.1.</b>	<b>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.</b>
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.
EXPECTATION	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.



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.
EXPECTATION	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 6.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.6.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
EXPECTATION	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 6.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.6.4.</b>	<b>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.</b>
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.
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.
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).
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 6.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.6.6.</b>	<b>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.</b>

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## Montana Content Standards

### Language Arts

Grade 6 - Adopted: 2011

**CONTENT STANDARD / DOMAIN**      **MT.CC.R L.6.**      **Reading Standards for Literature**

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

**CONTENT STANDARD / DOMAIN**      **MT.CC.R L.6.**      **Reading Standards for Literature**

<b>BENCHMARK / STANDARD</b>		<b>Craft and Structure</b>
GRADE LEVEL EXPECTATION / BENCHMARK	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.

**CONTENT STANDARD / DOMAIN**      **MT.CC.R L.6.**      **Reading Standards for Literature**

<b>BENCHMARK / STANDARD</b>		<b>Range of Reading and Level of Text Complexity</b>
GRADE LEVEL EXPECTATION / BENCHMARK	RL.6.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**CONTENT STANDARD / DOMAIN**      **MT.CC.W .6.**      **Writing Standards**

<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
GRADE LEVEL EXPECTATION / BENCHMARK	W.6.3.	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>
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.
EXPECTATION	W.6.3.c.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
EXPECTATION	W.6.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

EXPECTATION	W.6.3.e.	Provide a conclusion that follows from the narrated experiences or events.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W.6.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>
GRADE LEVEL EXPECTATION / BENCHMARK	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.(Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION / BENCHMARK	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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6.)
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W.6.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>
GRADE LEVEL EXPECTATION / BENCHMARK	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.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.S.L.6.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
GRADE LEVEL EXPECTATION / BENCHMARK	SL.6.1.	<b>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.</b>
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.
EXPECTATION	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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.
EXPECTATION	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L.6.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Conventions of Standard English</b>
GRADE LEVEL EXPECTATION / BENCHMARK	L.6.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

EXPECTATION	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 6.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.6.4.</b>	<b>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.</b>
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.
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.
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).
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 6.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.6.6.</b>	<b>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.</b>

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## Montana Content Standards

### Language Arts

Grade 6 - Adopted: 2011

<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.R L.6.</b>	<b>Reading Standards for Literature</b>
<b>BENCHMARK / STANDARD</b>		<b>Key Ideas and Details</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>RL.6.1.</b>	<b>Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>RL.6.2.</b>	<b>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.</b>

GRADE LEVEL EXPECTATION / BENCHMARK	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.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.R L.6.</b>	<b>Reading Standards for Literature</b>
<b>BENCHMARK / STANDARD</b>		<b>Craft and Structure</b>
GRADE LEVEL EXPECTATION / BENCHMARK	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.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.R L.6.</b>	<b>Reading Standards for Literature</b>
<b>BENCHMARK / STANDARD</b>		<b>Range of Reading and Level of Text Complexity</b>
GRADE LEVEL EXPECTATION / BENCHMARK	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.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .6.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>W.6.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>
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.
EXPECTATION	W.6.3.c.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
EXPECTATION	W.6.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
EXPECTATION	W.6.3.e.	Provide a conclusion that follows from the narrated experiences or events.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .6.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>
GRADE LEVEL EXPECTATION / BENCHMARK	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.(Grade-specific expectations for writing types are defined in standards 1-3 above.)

GRADE LEVEL EXPECTATION / BENCHMARK	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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6.)
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .6.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>
GRADE LEVEL EXPECTATION / BENCHMARK	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.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.S L.6.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
GRADE LEVEL EXPECTATION / BENCHMARK	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.
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.
EXPECTATION	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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.
EXPECTATION	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 6.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Conventions of Standard English</b>
GRADE LEVEL EXPECTATION / BENCHMARK	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 6.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>

<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.6.4.</b>	<b>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.</b>
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.
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.
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).
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 6.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
GRADE LEVEL EXPECTATION / BENCHMARK	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.

### Lesson 09: Unit 4 Summarizing a Reference, p. 75-82

## Montana Content Standards

### Language Arts

Grade 6 - Adopted: 2011

<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.RI .6.</b>	<b>Reading Standards for Informational Text</b>
<b>BENCHMARK / STANDARD</b>		<b>Key Ideas and Details</b>
GRADE LEVEL EXPECTATION / BENCHMARK	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXPECTATION / BENCHMARK	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
GRADE LEVEL EXPECTATION / BENCHMARK	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).
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.RI .6.</b>	<b>Reading Standards for Informational Text</b>
<b>BENCHMARK / STANDARD</b>		<b>Craft and Structure</b>

GRADE LEVEL EXPECTATION / BENCHMARK	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.RI .6.</b>	<b>Reading Standards for Informational Text</b>
<b>BENCHMARK / STANDARD</b>		<b>Integration of Knowledge and Ideas</b>
GRADE LEVEL EXPECTATION / BENCHMARK	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.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .6.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>W.6.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
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.
EXPECTATION	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	W.6.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
EXPECTATION	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.6.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .6.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>
GRADE LEVEL EXPECTATION / BENCHMARK	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.(Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION / BENCHMARK	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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6.)
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .6.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Research to Build and Present Knowledge</b>



GRADE LEVEL EXPECTATION / BENCHMARK	W.6.8.	Gather relevant information from multiple oral, 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.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .6.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Research to Build and Present Knowledge</b>
GRADE LEVEL EXPECTATION / BENCHMARK	W.6.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	W.6.9.b.	Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .6.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>
GRADE LEVEL EXPECTATION / BENCHMARK	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.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.S L.6.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
GRADE LEVEL EXPECTATION / BENCHMARK	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.
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.
EXPECTATION	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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.
EXPECTATION	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 6.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Conventions of Standard English</b>
GRADE LEVEL EXPECTATION / BENCHMARK	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 6.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.6.4.</b>	<b>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.</b>
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.
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).
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 6.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.6.6.</b>	<b>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.</b>

### Lesson 10: Unit 4 Summarizing a Reference, p. 83-90

## Montana Content Standards

### Language Arts

#### Grade 6 - Adopted: 2011

<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.RI .6.</b>	<b>Reading Standards for Informational Text</b>
<b>BENCHMARK / STANDARD</b>		<b>Key Ideas and Details</b>
GRADE LEVEL EXPECTATION / BENCHMARK	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXPECTATION / BENCHMARK	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
GRADE LEVEL EXPECTATION / BENCHMARK	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

**CONTENT STANDARD / DOMAIN**      **MT.CC.RI .6.**      **Reading Standards for Informational Text**

BENCHMARK / STANDARD		Craft and Structure
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GRADE LEVEL EXPECTATION / BENCHMARK	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
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**CONTENT STANDARD / DOMAIN**      **MT.CC.RI .6.**      **Reading Standards for Informational Text**

BENCHMARK / STANDARD		Integration of Knowledge and Ideas
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GRADE LEVEL EXPECTATION / BENCHMARK	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
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**CONTENT STANDARD / DOMAIN**      **MT.CC.W .6.**      **Writing Standards**

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

BENCHMARK / STANDARD		Production and Distribution of Writing
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GRADE LEVEL EXPECTATION / BENCHMARK	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.(Grade-specific expectations for writing types are defined in standards 1-3 above.)
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GRADE LEVEL EXPECTATION / BENCHMARK	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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6.)
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**CONTENT STANDARD / DOMAIN**      **MT.CC.W .6.**      **Writing Standards**

BENCHMARK / STANDARD		Research to Build and Present Knowledge
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GRADE LEVEL EXPECTATION / BENCHMARK	W.6.8.	Gather relevant information from multiple oral, print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
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**CONTENT STANDARD / DOMAIN**      **MT.CC.W .6.**      **Writing Standards**

BENCHMARK / STANDARD		Research to Build and Present Knowledge
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GRADE LEVEL EXPECTATION / BENCHMARK	W.6.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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EXPECTATION	W.6.9.b.	Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").
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**CONTENT STANDARD / DOMAIN**      **MT.CC.W .6.**      **Writing Standards**

BENCHMARK / STANDARD		Range of Writing
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GRADE LEVEL EXPECTATION / BENCHMARK	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**CONTENT STANDARD / DOMAIN**      **MT.CC.S L.6.**      **Speaking and Listening Standards**

BENCHMARK / STANDARD		Comprehension and Collaboration
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GRADE LEVEL EXPECTATION / BENCHMARK	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
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EXPECTATION	SL.6.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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EXPECTATION	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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EXPECTATION	SL.6.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
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EXPECTATION	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
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**CONTENT STANDARD / DOMAIN**      **MT.CC.L. 6.**      **Language Standards**

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

EXPECTATION	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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 / DOMAIN**      **MT.CC.L. 6.**      **Language Standards**

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / BENCHMARK	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.

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.
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.
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 / DOMAIN**      **MT.CC.L. 6.**      **Language Standards**

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
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GRADE LEVEL EXPECTATION / BENCHMARK	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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Lesson 11: Unit 4 Summarizing a Reference, p. 91-100

**Montana Content Standards**

**Language Arts**

**Grade 6 - Adopted: 2011**

**CONTENT STANDARD / DOMAIN**      **MT.CC.RI .6.**      **Reading Standards for Informational Text**

BENCHMARK / STANDARD		Key Ideas and Details
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GRADE LEVEL EXPECTATION / BENCHMARK	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXPECTATION / BENCHMARK	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
GRADE LEVEL EXPECTATION / BENCHMARK	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).
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.RI .6.</b>	<b>Reading Standards for Informational Text</b>
<b>BENCHMARK / STANDARD</b>		<b>Craft and Structure</b>
GRADE LEVEL EXPECTATION / BENCHMARK	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.RI .6.</b>	<b>Reading Standards for Informational Text</b>
<b>BENCHMARK / STANDARD</b>		<b>Integration of Knowledge and Ideas</b>
GRADE LEVEL EXPECTATION / BENCHMARK	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.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .6.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>W.6.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
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.
EXPECTATION	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	W.6.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
EXPECTATION	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.6.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.

**CONTENT STANDARD / DOMAIN**      **MT.CC.W .6.**      **Writing Standards**

BENCHMARK / STANDARD		Production and Distribution of Writing
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GRADE LEVEL EXPECTATION / BENCHMARK	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.(Grade-specific expectations for writing types are defined in standards 1-3 above.)
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GRADE LEVEL EXPECTATION / BENCHMARK	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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6.)
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**CONTENT STANDARD / DOMAIN**      **MT.CC.W .6.**      **Writing Standards**

BENCHMARK / STANDARD		Research to Build and Present Knowledge
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GRADE LEVEL EXPECTATION / BENCHMARK	W.6.8.	Gather relevant information from multiple oral, print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
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**CONTENT STANDARD / DOMAIN**      **MT.CC.W .6.**      **Writing Standards**

BENCHMARK / STANDARD		Research to Build and Present Knowledge
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GRADE LEVEL EXPECTATION / BENCHMARK	W.6.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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EXPECTATION	W.6.9.b.	Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").
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**CONTENT STANDARD / DOMAIN**      **MT.CC.W .6.**      **Writing Standards**

BENCHMARK / STANDARD		Range of Writing
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GRADE LEVEL EXPECTATION / BENCHMARK	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**CONTENT STANDARD / DOMAIN**      **MT.CC.S L.6.**      **Speaking and Listening Standards**

BENCHMARK / STANDARD		Comprehension and Collaboration
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GRADE LEVEL EXPECTATION / BENCHMARK	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
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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.
EXPECTATION	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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.
EXPECTATION	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

**CONTENT STANDARD / DOMAIN**      **MT.CC.L. 6.**      **Language Standards**

<b>BENCHMARK / STANDARD</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.6.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
EXPECTATION	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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 / DOMAIN**      **MT.CC.L. 6.**      **Language Standards**

<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.6.4.</b>	<b>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.</b>
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.
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.
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 / DOMAIN**      **MT.CC.L. 6.**      **Language Standards**

<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.6.6.</b>	<b>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.</b>



## Montana Content Standards

### Language Arts

Grade 6 - Adopted: 2011

#### CONTENT STANDARD / DOMAIN MT.CC.RI .6. Reading Standards for Informational Text

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

#### CONTENT STANDARD / DOMAIN MT.CC.RI .6. Reading Standards for Informational Text

BENCHMARK / STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION / BENCHMARK	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

#### CONTENT STANDARD / DOMAIN MT.CC.RI .6. Reading Standards for Informational Text

BENCHMARK / STANDARD		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION / BENCHMARK	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

#### CONTENT STANDARD / DOMAIN MT.CC.W .6. Writing Standards

BENCHMARK / STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION / BENCHMARK	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.
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.

EXPECTATION	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	W.6.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
EXPECTATION	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.6.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .6.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>
GRADE LEVEL EXPECTATION / BENCHMARK	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.(Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION / BENCHMARK	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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6.)
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .6.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Research to Build and Present Knowledge</b>
GRADE LEVEL EXPECTATION / BENCHMARK	W.6.8.	Gather relevant information from multiple oral, 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.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .6.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Research to Build and Present Knowledge</b>
GRADE LEVEL EXPECTATION / BENCHMARK	W.6.9.	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
EXPECTATION	W.6.9.b.	Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .6.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>
GRADE LEVEL EXPECTATION / BENCHMARK	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**CONTENT STANDARD / DOMAIN**      **MT.CC.S L.6.**      **Speaking and Listening Standards**

BENCHMARK / STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / BENCHMARK	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.

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.
EXPECTATION	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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.
EXPECTATION	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

**CONTENT STANDARD / DOMAIN**      **MT.CC.L. 6.**      **Language Standards**

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

EXPECTATION	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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 / DOMAIN**      **MT.CC.L. 6.**      **Language Standards**

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

EXPECTATION	L.6.3.a.	Vary sentence patterns for meaning, reader/listener interest, and style.
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**CONTENT STANDARD / DOMAIN**      **MT.CC.L. 6.**      **Language Standards**

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / BENCHMARK	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.

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.
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.
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).
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 6.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
GRADE LEVEL EXPECTATION / BENCHMARK	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.

Lesson 13: Unit 5 Writing from Pictures, p. 113-118

## Montana Content Standards

### Language Arts

Grade 6 - Adopted: 2011

<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .6.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>
GRADE LEVEL EXPECTATION / BENCHMARK	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.)
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.S L.6.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>SL.6.1.</b>	<b>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.</b>
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.
EXPECTATION	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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.

EXPECTATION	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.S L.6.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Presentation of Knowledge and Ideas</b>
GRADE LEVEL EXPECTATION / BENCHMARK	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.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 6.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
GRADE LEVEL EXPECTATION / BENCHMARK	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.

Lesson 14: Unit 5 Writing from Pictures, p. 119-127

## Montana Content Standards

### Language Arts

Grade 6 - Adopted: 2011

<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .6.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>W.6.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>
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.
EXPECTATION	W.6.3.c.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
EXPECTATION	W.6.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
EXPECTATION	W.6.3.e.	Provide a conclusion that follows from the narrated experiences or events.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .6.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>

GRADE LEVEL EXPECTATION / BENCHMARK	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.(Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION / BENCHMARK	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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6.)
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .6.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>
GRADE LEVEL EXPECTATION / BENCHMARK	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.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.S L.6.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>SL.6.1.</b>	<b>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.</b>
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.
EXPECTATION	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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.
EXPECTATION	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 6.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.6.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
EXPECTATION	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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 / DOMAIN**      **MT.CC.L. 6.**      **Language Standards**

<b>BENCHMARK / STANDARD</b>		<b>Knowledge of Language</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.6.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

EXPECTATION	L.6.3.a.	Vary sentence patterns for meaning, reader/listener interest, and style.
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**CONTENT STANDARD / DOMAIN**      **MT.CC.L. 6.**      **Language Standards**

<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
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GRADE LEVEL EXPECTATION / BENCHMARK	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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**Lesson 15: Unit 5 Writing from Pictures, p. 127-134**

**Montana Content Standards**

**Language Arts**

**Grade 6 - Adopted: 2011**

**CONTENT STANDARD / DOMAIN**      **MT.CC.W .6.**      **Writing Standards**

<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>W.6.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>

EXPECTATION	W.6.3.a.	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
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EXPECTATION	W.6.3.c.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
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EXPECTATION	W.6.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
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EXPECTATION	W.6.3.e.	Provide a conclusion that follows from the narrated experiences or events.
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**CONTENT STANDARD / DOMAIN**      **MT.CC.W .6.**      **Writing Standards**

<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>
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GRADE LEVEL EXPECTATION / BENCHMARK	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.(Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION / BENCHMARK	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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6.)
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .6.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>
GRADE LEVEL EXPECTATION / BENCHMARK	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.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.S L.6.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>SL.6.1.</b>	<b>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.</b>
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.
EXPECTATION	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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.
EXPECTATION	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 6.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.6.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
EXPECTATION	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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 / DOMAIN**      **MT.CC.L. 6.**      **Language Standards**

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

EXPECTATION      L.6.3.a.      Vary sentence patterns for meaning, reader/listener interest, and style.

**CONTENT STANDARD / DOMAIN**      **MT.CC.L. 6.**      **Language Standards**

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
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GRADE LEVEL EXPECTATION / BENCHMARK      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.

Lesson 16: Unit 6 Summarizing Multiple References, p. 135-142

**Montana Content Standards**

**Language Arts**

Grade 6 - Adopted: 2011

**CONTENT STANDARD / DOMAIN**      **MT.CC.RI .6.**      **Reading Standards for Informational Text**

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

GRADE LEVEL EXPECTATION / BENCHMARK      RI.6.2.      Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

GRADE LEVEL EXPECTATION / BENCHMARK      RI.6.3.      Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

**CONTENT STANDARD / DOMAIN**      **MT.CC.RI .6.**      **Reading Standards for Informational Text**

BENCHMARK / STANDARD		Craft and Structure
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GRADE LEVEL EXPECTATION / BENCHMARK      RI.6.4.      Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

**CONTENT STANDARD / DOMAIN**      **MT.CC.RI .6.**      **Reading Standards for Informational Text**

BENCHMARK / STANDARD		Integration of Knowledge and Ideas
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GRADE LEVEL EXPECTATION / BENCHMARK	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
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**CONTENT STANDARD / DOMAIN**      **MT.CC.W .6.**      **Writing Standards**

BENCHMARK / STANDARD		Text Types and Purposes
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GRADE LEVEL EXPECTATION / BENCHMARK	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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EXPECTATION	W.6.2.a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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EXPECTATION	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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**CONTENT STANDARD / DOMAIN**      **MT.CC.W .6.**      **Writing Standards**

BENCHMARK / STANDARD		Production and Distribution of Writing
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GRADE LEVEL EXPECTATION / BENCHMARK	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.(Grade-specific expectations for writing types are defined in standards 1-3 above.)
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**CONTENT STANDARD / DOMAIN**      **MT.CC.W .6.**      **Writing Standards**

BENCHMARK / STANDARD		Research to Build and Present Knowledge
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GRADE LEVEL EXPECTATION / BENCHMARK	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. Include sources and/or topics by and about American Indians.
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GRADE LEVEL EXPECTATION / BENCHMARK	W.6.8.	Gather relevant information from multiple oral, print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
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**CONTENT STANDARD / DOMAIN**      **MT.CC.W .6.**      **Writing Standards**

BENCHMARK / STANDARD		Research to Build and Present Knowledge
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<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>W.6.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
EXPECTATION	W.6.9.b.	Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.S L.6.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>SL.6.1.</b>	<b>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.</b>
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.
EXPECTATION	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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.
EXPECTATION	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 6.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.6.4.</b>	<b>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.</b>
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.
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).
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 6.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
GRADE LEVEL EXPECTATION / BENCHMARK	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.

# Montana Content Standards

## Language Arts

Grade 6 - Adopted: 2011

**CONTENT STANDARD / DOMAIN**      **MT.CC.RI .6.**      **Reading Standards for Informational Text**

**BENCHMARK / STANDARD**      **Key Ideas and Details**

GRADE LEVEL EXPECTATION / BENCHMARK      RI.6.1.      Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

GRADE LEVEL EXPECTATION / BENCHMARK      RI.6.2.      Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

GRADE LEVEL EXPECTATION / BENCHMARK      RI.6.3.      Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

**CONTENT STANDARD / DOMAIN**      **MT.CC.RI .6.**      **Reading Standards for Informational Text**

**BENCHMARK / STANDARD**      **Craft and Structure**

GRADE LEVEL EXPECTATION / BENCHMARK      RI.6.4.      Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

**CONTENT STANDARD / DOMAIN**      **MT.CC.RI .6.**      **Reading Standards for Informational Text**

**BENCHMARK / STANDARD**      **Integration of Knowledge and Ideas**

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

**CONTENT STANDARD / DOMAIN**      **MT.CC.W .6.**      **Writing Standards**

**BENCHMARK / STANDARD**      **Text Types and Purposes**

GRADE LEVEL EXPECTATION / BENCHMARK      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.

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.

EXPECTATION	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	W.6.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
EXPECTATION	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.6.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .6.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>
GRADE LEVEL EXPECTATION / BENCHMARK	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.(Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION / BENCHMARK	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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6.)
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .6.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Research to Build and Present Knowledge</b>
GRADE LEVEL EXPECTATION / BENCHMARK	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. Include sources and/or topics by and about American Indians.
GRADE LEVEL EXPECTATION / BENCHMARK	W.6.8.	Gather relevant information from multiple oral, 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.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .6.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Research to Build and Present Knowledge</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>W.6.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
EXPECTATION	W.6.9.b.	Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .6.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>

GRADE LEVEL EXPECTATION / BENCHMARK	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.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.S L.6.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>SL.6.1.</b>	<b>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.</b>
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.
EXPECTATION	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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.
EXPECTATION	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 6.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.6.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
EXPECTATION	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 6.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Knowledge of Language</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.6.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
EXPECTATION	L.6.3.a.	Vary sentence patterns for meaning, reader/listener interest, and style.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 6.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>

<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.6.4.</b>	<b>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.</b>
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.
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.
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).
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 6.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
GRADE LEVEL EXPECTATION / BENCHMARK	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.

Lesson 18: Unit 6 Summarizing Multiple References, p. 149-166

## Montana Content Standards

### Language Arts

Grade 6 - Adopted: 2011

<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.RI .6.</b>	<b>Reading Standards for Informational Text</b>
<b>BENCHMARK / STANDARD</b>		<b>Key Ideas and Details</b>
GRADE LEVEL EXPECTATION / BENCHMARK	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXPECTATION / BENCHMARK	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
GRADE LEVEL EXPECTATION / BENCHMARK	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).
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.RI .6.</b>	<b>Reading Standards for Informational Text</b>
<b>BENCHMARK / STANDARD</b>		<b>Craft and Structure</b>

GRADE LEVEL EXPECTATION / BENCHMARK	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.RI .6.</b>	<b>Reading Standards for Informational Text</b>
<b>BENCHMARK / STANDARD</b>		<b>Integration of Knowledge and Ideas</b>
GRADE LEVEL EXPECTATION / BENCHMARK	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.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .6.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>W.6.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
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.
EXPECTATION	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .6.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>
GRADE LEVEL EXPECTATION / BENCHMARK	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.)
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .6.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Research to Build and Present Knowledge</b>
GRADE LEVEL EXPECTATION / BENCHMARK	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. Include sources and/or topics by and about American Indians.
GRADE LEVEL EXPECTATION / BENCHMARK	W.6.8.	Gather relevant information from multiple oral, 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.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.S L.6.</b>	<b>Speaking and Listening Standards</b>



BENCHMARK / STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / BENCHMARK	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.

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.
EXPECTATION	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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.
EXPECTATION	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

**CONTENT STANDARD / DOMAIN**      **MT.CC.L. 6.**      **Language Standards**

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / BENCHMARK	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.

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.
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 / DOMAIN**      **MT.CC.L. 6.**      **Language Standards**

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / BENCHMARK	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.

## Lesson 19: Unit 6 Summarizing Multiple References, p. 167-175

### Montana Content Standards

#### Language Arts

Grade 6 - Adopted: 2011

**CONTENT STANDARD / DOMAIN**      **MT.CC.RI .6.**      **Reading Standards for Informational Text**

BENCHMARK / STANDARD		Key Ideas and Details
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GRADE LEVEL EXPECTATION / BENCHMARK	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXPECTATION / BENCHMARK	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
GRADE LEVEL EXPECTATION / BENCHMARK	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).
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.RI .6.</b>	<b>Reading Standards for Informational Text</b>
<b>BENCHMARK / STANDARD</b>		<b>Craft and Structure</b>
GRADE LEVEL EXPECTATION / BENCHMARK	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.RI .6.</b>	<b>Reading Standards for Informational Text</b>
<b>BENCHMARK / STANDARD</b>		<b>Integration of Knowledge and Ideas</b>
GRADE LEVEL EXPECTATION / BENCHMARK	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.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .6.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>W.6.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
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.
EXPECTATION	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	W.6.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
EXPECTATION	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.6.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.

**CONTENT STANDARD / DOMAIN**      **MT.CC.W .6.**      **Writing Standards**

BENCHMARK / STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION / BENCHMARK	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.(Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION / BENCHMARK	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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6.)

**CONTENT STANDARD / DOMAIN**      **MT.CC.W .6.**      **Writing Standards**

BENCHMARK / STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION / BENCHMARK	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. Include sources and/or topics by and about American Indians.
GRADE LEVEL EXPECTATION / BENCHMARK	W.6.8.	Gather relevant information from multiple oral, print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

**CONTENT STANDARD / DOMAIN**      **MT.CC.W .6.**      **Writing Standards**

BENCHMARK / STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION / BENCHMARK	W.6.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	W.6.9.b.	Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").

**CONTENT STANDARD / DOMAIN**      **MT.CC.W .6.**      **Writing Standards**

BENCHMARK / STANDARD		Range of Writing
GRADE LEVEL EXPECTATION / BENCHMARK	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**CONTENT STANDARD / DOMAIN**      **MT.CC.S L.6.**      **Speaking and Listening Standards**

BENCHMARK / STANDARD		Comprehension and Collaboration
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<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>SL.6.1.</b>	<b>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.</b>
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.
EXPECTATION	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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.
EXPECTATION	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 6.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.6.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
EXPECTATION	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 6.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Knowledge of Language</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.6.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
EXPECTATION	L.6.3.a.	Vary sentence patterns for meaning, reader/listener interest, and style.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 6.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.6.4.</b>	<b>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.</b>
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.
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 / DOMAIN**      **MT.CC.L. 6.**      **Language Standards**

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
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GRADE LEVEL EXPECTATION / BENCHMARK	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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**Montana Content Standards**

**Language Arts**

Grade 6 - Adopted: 2011

**CONTENT STANDARD / DOMAIN**      **MT.CC.W .6.**      **Writing Standards**

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

BENCHMARK / STANDARD		Production and Distribution of Writing
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GRADE LEVEL EXPECTATION / BENCHMARK	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.(Grade-specific expectations for writing types are defined in standards 1-3 above.)
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GRADE LEVEL EXPECTATION / BENCHMARK	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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6.)
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**CONTENT STANDARD / DOMAIN**      **MT.CC.W .6.**      **Writing Standards**

BENCHMARK / STANDARD		Range of Writing
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GRADE LEVEL EXPECTATION / BENCHMARK	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**CONTENT STANDARD / DOMAIN**      **MT.CC.S L.6.**      **Speaking and Listening Standards**

BENCHMARK / STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / BENCHMARK	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.

EXPECTATION	SL.6.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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EXPECTATION	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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EXPECTATION	SL.6.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
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EXPECTATION	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
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**CONTENT STANDARD / DOMAIN**      **MT.CC.L. 6.**      **Language Standards**

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

EXPECTATION	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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EXPECTATION	L.6.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
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**CONTENT STANDARD / DOMAIN**      **MT.CC.L. 6.**      **Language Standards**

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

EXPECTATION	L.6.3.a.	Vary sentence patterns for meaning, reader/listener interest, and style.
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**CONTENT STANDARD / DOMAIN**      **MT.CC.L. 6.**      **Language Standards**

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
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GRADE LEVEL EXPECTATION / BENCHMARK	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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**Montana Content Standards**

**Language Arts**

Grade 6 - Adopted: 2011

**CONTENT STANDARD / DOMAIN**      **MT.CC.W .6.**      **Writing Standards**

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

BENCHMARK / STANDARD		Production and Distribution of Writing
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GRADE LEVEL EXPECTATION / BENCHMARK	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.(Grade-specific expectations for writing types are defined in standards 1-3 above.)
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GRADE LEVEL EXPECTATION / BENCHMARK	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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6.)
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**CONTENT STANDARD / DOMAIN**      **MT.CC.W .6.**      **Writing Standards**

BENCHMARK / STANDARD		Research to Build and Present Knowledge
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GRADE LEVEL EXPECTATION / BENCHMARK	W.6.8.	Gather relevant information from multiple oral, print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
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**CONTENT STANDARD / DOMAIN**      **MT.CC.W .6.**      **Writing Standards**

BENCHMARK / STANDARD		Research to Build and Present Knowledge
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GRADE LEVEL EXPECTATION / BENCHMARK	W.6.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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EXPECTATION	W.6.9.b.	Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").
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**CONTENT STANDARD / DOMAIN**      **MT.CC.W .6.**      **Writing Standards**

BENCHMARK / STANDARD		Range of Writing
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GRADE LEVEL EXPECTATION / BENCHMARK	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**CONTENT STANDARD / DOMAIN**      **MT.CC.S L.6.**      **Speaking and Listening Standards**

BENCHMARK / STANDARD		Comprehension and Collaboration
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GRADE LEVEL EXPECTATION / BENCHMARK	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
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EXPECTATION	SL.6.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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EXPECTATION	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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EXPECTATION	SL.6.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
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EXPECTATION	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
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**CONTENT STANDARD / DOMAIN**      **MT.CC.L. 6.**      **Language Standards**

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

EXPECTATION	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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EXPECTATION	L.6.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
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**CONTENT STANDARD / DOMAIN**      **MT.CC.L. 6.**      **Language Standards**

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

EXPECTATION	L.6.3.a.	Vary sentence patterns for meaning, reader/listener interest, and style.
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**CONTENT STANDARD / DOMAIN**      **MT.CC.L. 6.**      **Language Standards**

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
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GRADE LEVEL EXPECTATION / BENCHMARK	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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Lesson 22: Unit 7 Inventive Writing, p. 191-198

**Montana Content Standards**

**Language Arts**

Grade 6 - Adopted: 2011

**CONTENT STANDARD / DOMAIN**      **MT.CC.W .6.**      **Writing Standards**

BENCHMARK / STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION / BENCHMARK	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.

EXPECTATION	W.6.2.a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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EXPECTATION	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	W.6.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
EXPECTATION	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.6.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .6.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>
GRADE LEVEL EXPECTATION / BENCHMARK	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.(Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION / BENCHMARK	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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6.)
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .6.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Research to Build and Present Knowledge</b>
GRADE LEVEL EXPECTATION / BENCHMARK	W.6.8.	Gather relevant information from multiple oral, 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.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .6.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Research to Build and Present Knowledge</b>
GRADE LEVEL EXPECTATION / BENCHMARK	W.6.9.	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
EXPECTATION	W.6.9.b.	Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .6.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>
GRADE LEVEL EXPECTATION / BENCHMARK	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**CONTENT STANDARD / DOMAIN**      **MT.CC.S L.6.**      **Speaking and Listening Standards**

BENCHMARK / STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / BENCHMARK	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.

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.
EXPECTATION	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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.
EXPECTATION	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

**CONTENT STANDARD / DOMAIN**      **MT.CC.L. 6.**      **Language Standards**

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

EXPECTATION	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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 / DOMAIN**      **MT.CC.L. 6.**      **Language Standards**

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

EXPECTATION	L.6.3.a.	Vary sentence patterns for meaning, reader/listener interest, and style.
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**CONTENT STANDARD / DOMAIN**      **MT.CC.L. 6.**      **Language Standards**

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / BENCHMARK	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.

## Montana Content Standards

## Language Arts

## Grade 6 - Adopted: 2011

**CONTENT STANDARD / DOMAIN**      **MT.CC.W .6.**      **Writing Standards**

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

**CONTENT STANDARD / DOMAIN**      **MT.CC.W .6.**      **Writing Standards**

BENCHMARK / STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION / BENCHMARK	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.(Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION / BENCHMARK	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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6.)

**CONTENT STANDARD / DOMAIN**      **MT.CC.W .6.**      **Writing Standards**

BENCHMARK / STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION / BENCHMARK	W.6.8.	Gather relevant information from multiple oral, print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

**CONTENT STANDARD / DOMAIN**      **MT.CC.W .6.**      **Writing Standards**

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

EXPECTATION	W.6.9.b.	Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").
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**CONTENT STANDARD / DOMAIN**      **MT.CC.W .6.**      **Writing Standards**

BENCHMARK / STANDARD		Range of Writing
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GRADE LEVEL EXPECTATION / BENCHMARK	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**CONTENT STANDARD / DOMAIN**      **MT.CC.S L.6.**      **Speaking and Listening Standards**

BENCHMARK / STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / BENCHMARK	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.

EXPECTATION	SL.6.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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EXPECTATION	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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EXPECTATION	SL.6.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
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EXPECTATION	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
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**CONTENT STANDARD / DOMAIN**      **MT.CC.L. 6.**      **Language Standards**

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

EXPECTATION	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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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.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 6.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Knowledge of Language</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.6.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

EXPECTATION	L.6.3.a.	Vary sentence patterns for meaning, reader/listener interest, and style.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 6.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>

GRADE LEVEL EXPECTATION / BENCHMARK	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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Lesson 24: Unit 8 Formal Essay Models, p. 205-214

**Montana Content Standards**

**Language Arts**

**Grade 6 - Adopted: 2011**

<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.RI .6.</b>	<b>Reading Standards for Informational Text</b>
<b>BENCHMARK / STANDARD</b>		<b>Key Ideas and Details</b>
GRADE LEVEL EXPECTATION / BENCHMARK	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXPECTATION / BENCHMARK	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
GRADE LEVEL EXPECTATION / BENCHMARK	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).
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.RI .6.</b>	<b>Reading Standards for Informational Text</b>
<b>BENCHMARK / STANDARD</b>		<b>Craft and Structure</b>

GRADE LEVEL EXPECTATION / BENCHMARK	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.RI .6.</b>	<b>Reading Standards for Informational Text</b>
<b>BENCHMARK / STANDARD</b>		<b>Integration of Knowledge and Ideas</b>
GRADE LEVEL EXPECTATION / BENCHMARK	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.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .6.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>W.6.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
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.
EXPECTATION	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	W.6.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
EXPECTATION	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.6.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .6.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>
GRADE LEVEL EXPECTATION / BENCHMARK	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.(Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION / BENCHMARK	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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6.)
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .6.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>

GRADE LEVEL EXPECTATION / BENCHMARK	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.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.S L.6.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>SL.6.1.</b>	<b>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.</b>
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.
EXPECTATION	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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.
EXPECTATION	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 6.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.6.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
EXPECTATION	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 6.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Knowledge of Language</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.6.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
EXPECTATION	L.6.3.a.	Vary sentence patterns for meaning, reader/listener interest, and style.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 6.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>



<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.6.4.</b>	<b>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.</b>
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.
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).
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 6.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
GRADE LEVEL EXPECTATION / BENCHMARK	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.

Lesson 25: Unit 8 Formal Essay Models, p. 215-224

## Montana Content Standards

### Language Arts

#### Grade 6 - Adopted: 2011

<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.RI .6.</b>	<b>Reading Standards for Informational Text</b>
<b>BENCHMARK / STANDARD</b>		<b>Key Ideas and Details</b>
GRADE LEVEL EXPECTATION / BENCHMARK	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXPECTATION / BENCHMARK	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
GRADE LEVEL EXPECTATION / BENCHMARK	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).
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.RI .6.</b>	<b>Reading Standards for Informational Text</b>
<b>BENCHMARK / STANDARD</b>		<b>Craft and Structure</b>
GRADE LEVEL EXPECTATION / BENCHMARK	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

**CONTENT STANDARD / DOMAIN**      **MT.CC.RI .6.**      **Reading Standards for Informational Text**

BENCHMARK / STANDARD		Integration of Knowledge and Ideas
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GRADE LEVEL EXPECTATION / BENCHMARK	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
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**CONTENT STANDARD / DOMAIN**      **MT.CC.W .6.**      **Writing Standards**

BENCHMARK / STANDARD		Production and Distribution of Writing
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GRADE LEVEL EXPECTATION / BENCHMARK	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.(Grade-specific expectations for writing types are defined in standards 1-3 above.)
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GRADE LEVEL EXPECTATION / BENCHMARK	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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6.)
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**CONTENT STANDARD / DOMAIN**      **MT.CC.W .6.**      **Writing Standards**

BENCHMARK / STANDARD		Research to Build and Present Knowledge
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GRADE LEVEL EXPECTATION / BENCHMARK	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. Include sources and/or topics by and about American Indians.
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GRADE LEVEL EXPECTATION / BENCHMARK	W.6.8.	Gather relevant information from multiple oral, print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
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**CONTENT STANDARD / DOMAIN**      **MT.CC.W .6.**      **Writing Standards**

BENCHMARK / STANDARD		Range of Writing
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GRADE LEVEL EXPECTATION / BENCHMARK	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**CONTENT STANDARD / DOMAIN**      **MT.CC.S L.6.**      **Speaking and Listening Standards**

BENCHMARK / STANDARD		Comprehension and Collaboration
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GRADE LEVEL EXPECTATION / BENCHMARK	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
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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.
EXPECTATION	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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.
EXPECTATION	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

**CONTENT STANDARD / DOMAIN**      **MT.CC.L. 6.**      **Language Standards**

<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.6.4.</b>	<b>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.</b>
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.
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 / DOMAIN**      **MT.CC.L. 6.**      **Language Standards**

<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.6.6.</b>	<b>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.</b>

Lesson 26: Unit 8 Formal Essay Models, p. 225-230

**Montana Content Standards**

**Language Arts**

**Grade 6 - Adopted: 2011**

**CONTENT STANDARD / DOMAIN**      **MT.CC.W .6.**      **Writing Standards**

<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>W.6.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>

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.
EXPECTATION	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	W.6.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
EXPECTATION	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.6.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W.6.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>
GRADE LEVEL EXPECTATION / BENCHMARK	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.(Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION / BENCHMARK	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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6.)
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W.6.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>
GRADE LEVEL EXPECTATION / BENCHMARK	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.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.S.L.6.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
GRADE LEVEL EXPECTATION / BENCHMARK	SL.6.1.	<b>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.</b>
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.
EXPECTATION	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

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.
EXPECTATION	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 6.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.6.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

EXPECTATION	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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EXPECTATION	L.6.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
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<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 6.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Knowledge of Language</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.6.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

EXPECTATION	L.6.3.a.	Vary sentence patterns for meaning, reader/listener interest, and style.
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<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 6.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>

GRADE LEVEL EXPECTATION / BENCHMARK	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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Lesson 27: Unit 9 Formal Critique, p. 231-242

## Montana Content Standards

### Language Arts

Grade 6 - Adopted: 2011

<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.R L.6.</b>	<b>Reading Standards for Literature</b>
<b>BENCHMARK / STANDARD</b>		<b>Key Ideas and Details</b>

GRADE LEVEL EXPECTATION / BENCHMARK	RL.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXPECTATION / BENCHMARK	RL.6.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
GRADE LEVEL EXPECTATION / BENCHMARK	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.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.R L.6.</b>	<b>Reading Standards for Literature</b>
<b>BENCHMARK / STANDARD</b>		<b>Craft and Structure</b>
GRADE LEVEL EXPECTATION / BENCHMARK	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.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.R L.6.</b>	<b>Reading Standards for Literature</b>
<b>BENCHMARK / STANDARD</b>		<b>Range of Reading and Level of Text Complexity</b>
GRADE LEVEL EXPECTATION / BENCHMARK	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.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .6.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>W.6.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
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.
EXPECTATION	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	W.6.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
EXPECTATION	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.6.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.

**CONTENT STANDARD / DOMAIN**      **MT.CC.W .6.**      **Writing Standards**

BENCHMARK / STANDARD		Production and Distribution of Writing
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GRADE LEVEL EXPECTATION / BENCHMARK	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.(Grade-specific expectations for writing types are defined in standards 1-3 above.)
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GRADE LEVEL EXPECTATION / BENCHMARK	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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6.)
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**CONTENT STANDARD / DOMAIN**      **MT.CC.W .6.**      **Writing Standards**

BENCHMARK / STANDARD		Range of Writing
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GRADE LEVEL EXPECTATION / BENCHMARK	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**CONTENT STANDARD / DOMAIN**      **MT.CC.S L.6.**      **Speaking and Listening Standards**

BENCHMARK / STANDARD		Comprehension and Collaboration
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GRADE LEVEL EXPECTATION / BENCHMARK	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
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EXPECTATION	SL.6.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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EXPECTATION	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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EXPECTATION	SL.6.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
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EXPECTATION	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
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**CONTENT STANDARD / DOMAIN**      **MT.CC.L. 6.**      **Language Standards**

BENCHMARK / STANDARD		Conventions of Standard English
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GRADE LEVEL EXPECTATION / BENCHMARK	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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EXPECTATION	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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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.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 6.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Knowledge of Language</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.6.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

EXPECTATION	L.6.3.a.	Vary sentence patterns for meaning, reader/listener interest, and style.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 6.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.6.4.</b>	<b>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.</b>

EXPECTATION	L.6.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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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).
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 6.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>

GRADE LEVEL EXPECTATION / BENCHMARK	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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## Lesson 28: Unit 9 Formal Critique, p. 243-250

### Montana Content Standards

#### Language Arts

#### Grade 6 - Adopted: 2011

<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.R L.6.</b>	<b>Reading Standards for Literature</b>
<b>BENCHMARK / STANDARD</b>		<b>Key Ideas and Details</b>
GRADE LEVEL EXPECTATION / BENCHMARK	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.



<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.R L.6.</b>	<b>Reading Standards for Literature</b>
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BENCHMARK / STANDARD		Craft and Structure
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GRADE LEVEL EXPECTATION / BENCHMARK	RL.6.5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
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<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.RI .6.</b>	<b>Reading Standards for Informational Text</b>
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BENCHMARK / STANDARD		Key Ideas and Details
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GRADE LEVEL EXPECTATION / BENCHMARK	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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GRADE LEVEL EXPECTATION / BENCHMARK	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
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GRADE LEVEL EXPECTATION / BENCHMARK	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
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<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.RI .6.</b>	<b>Reading Standards for Informational Text</b>
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BENCHMARK / STANDARD		Craft and Structure
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GRADE LEVEL EXPECTATION / BENCHMARK	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
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<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.RI .6.</b>	<b>Reading Standards for Informational Text</b>
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BENCHMARK / STANDARD		Integration of Knowledge and Ideas
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GRADE LEVEL EXPECTATION / BENCHMARK	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
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<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .6.</b>	<b>Writing Standards</b>
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BENCHMARK / STANDARD		Text Types and Purposes
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GRADE LEVEL EXPECTATION / BENCHMARK	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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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.
EXPECTATION	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	W.6.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
EXPECTATION	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.6.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W.6.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>
GRADE LEVEL EXPECTATION / BENCHMARK	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.(Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION / BENCHMARK	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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6.)
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W.6.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Research to Build and Present Knowledge</b>
GRADE LEVEL EXPECTATION / BENCHMARK	W.6.8.	Gather relevant information from multiple oral, 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.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W.6.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>
GRADE LEVEL EXPECTATION / BENCHMARK	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.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.S.L.6.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
GRADE LEVEL EXPECTATION / BENCHMARK	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.

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.
EXPECTATION	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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.
EXPECTATION	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 6.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.6.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
EXPECTATION	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 6.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Knowledge of Language</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.6.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
EXPECTATION	L.6.3.a.	Vary sentence patterns for meaning, reader/listener interest, and style.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 6.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.6.4.</b>	<b>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.</b>
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.
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).
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 6.</b>	<b>Language Standards</b>

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / BENCHMARK	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.

Lesson 29: Unit 9 Formal Critique, p. 251-260

## Montana Content Standards

### Language Arts

Grade 6 - Adopted: 2011

<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.R L.6.</b>	<b>Reading Standards for Literature</b>
<b>BENCHMARK / STANDARD</b>		<b>Key Ideas and Details</b>
GRADE LEVEL EXPECTATION / BENCHMARK	RL.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXPECTATION / BENCHMARK	RL.6.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
GRADE LEVEL EXPECTATION / BENCHMARK	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.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.R L.6.</b>	<b>Reading Standards for Literature</b>
<b>BENCHMARK / STANDARD</b>		<b>Craft and Structure</b>
GRADE LEVEL EXPECTATION / BENCHMARK	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.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.R L.6.</b>	<b>Reading Standards for Literature</b>
<b>BENCHMARK / STANDARD</b>		<b>Range of Reading and Level of Text Complexity</b>
GRADE LEVEL EXPECTATION / BENCHMARK	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.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .6.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>

<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>W.6.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
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.
EXPECTATION	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	W.6.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
EXPECTATION	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.6.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .6.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>
GRADE LEVEL EXPECTATION / BENCHMARK	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.(Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION / BENCHMARK	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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6.)
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .6.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Research to Build and Present Knowledge</b>
GRADE LEVEL EXPECTATION / BENCHMARK	W.6.8.	Gather relevant information from multiple oral, 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.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .6.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>
GRADE LEVEL EXPECTATION / BENCHMARK	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.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.S L.6.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>

<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>SL.6.1.</b>	<b>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.</b>
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.
EXPECTATION	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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.
EXPECTATION	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 6.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.6.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
EXPECTATION	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 6.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Knowledge of Language</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.6.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
EXPECTATION	L.6.3.a.	Vary sentence patterns for meaning, reader/listener interest, and style.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 6.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.6.4.</b>	<b>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.</b>
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.
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 / DOMAIN**      **MT.CC.L. 6.**      **Language Standards**

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
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GRADE LEVEL EXPECTATION / BENCHMARK	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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**Montana Content Standards**

**Language Arts**

Grade 6 - Adopted: 2011

**CONTENT STANDARD / DOMAIN**      **MT.CC.R L.6.**      **Reading Standards for Literature**

BENCHMARK / STANDARD		Key Ideas and Details
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GRADE LEVEL EXPECTATION / BENCHMARK	RL.6.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
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**CONTENT STANDARD / DOMAIN**      **MT.CC.R L.6.**      **Reading Standards for Literature**

BENCHMARK / STANDARD		Craft and Structure
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GRADE LEVEL EXPECTATION / BENCHMARK	RL.6.5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
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**CONTENT STANDARD / DOMAIN**      **MT.CC.RI .6.**      **Reading Standards for Informational Text**

BENCHMARK / STANDARD		Key Ideas and Details
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GRADE LEVEL EXPECTATION / BENCHMARK	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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GRADE LEVEL EXPECTATION / BENCHMARK	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
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GRADE LEVEL EXPECTATION / BENCHMARK	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
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**CONTENT STANDARD / DOMAIN**      **MT.CC.RI .6.**      **Reading Standards for Informational Text**

BENCHMARK / STANDARD		Craft and Structure
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GRADE LEVEL EXPECTATION / BENCHMARK	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
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**CONTENT STANDARD / DOMAIN**      **MT.CC.RI .6.**      **Reading Standards for Informational Text**

BENCHMARK / STANDARD		Integration of Knowledge and Ideas
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GRADE LEVEL EXPECTATION / BENCHMARK	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
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**CONTENT STANDARD / DOMAIN**      **MT.CC.W .6.**      **Writing Standards**

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

BENCHMARK / STANDARD		Production and Distribution of Writing
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GRADE LEVEL EXPECTATION / BENCHMARK	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.(Grade-specific expectations for writing types are defined in standards 1-3 above.)
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GRADE LEVEL EXPECTATION / BENCHMARK	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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6.)
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**CONTENT STANDARD / DOMAIN**      **MT.CC.W .6.**      **Writing Standards**

BENCHMARK / STANDARD		Research to Build and Present Knowledge
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GRADE LEVEL EXPECTATION / BENCHMARK	W.6.8.	Gather relevant information from multiple oral, print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
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**CONTENT STANDARD / DOMAIN**      **MT.CC.W .6.**      **Writing Standards**

BENCHMARK / STANDARD		Range of Writing
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GRADE LEVEL EXPECTATION / BENCHMARK	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**CONTENT STANDARD / DOMAIN**      **MT.CC.S L.6.**      **Speaking and Listening Standards**

BENCHMARK / STANDARD		Comprehension and Collaboration
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GRADE LEVEL EXPECTATION / BENCHMARK	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
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EXPECTATION	SL.6.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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EXPECTATION	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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EXPECTATION	SL.6.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
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EXPECTATION	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
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**CONTENT STANDARD / DOMAIN**      **MT.CC.L. 6.**      **Language Standards**

BENCHMARK / STANDARD		Conventions of Standard English
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GRADE LEVEL EXPECTATION / BENCHMARK	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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EXPECTATION	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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EXPECTATION	L.6.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
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**CONTENT  
STANDARD /  
DOMAIN**

**MT.CC.L.  
6.**

**Language Standards**

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

EXPECTATION      L.6.3.a.      Vary sentence patterns for meaning, reader/listener interest, and style.

**CONTENT  
STANDARD /  
DOMAIN**

**MT.CC.L.  
6.**

**Language Standards**

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / BENCHMARK	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.

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.

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 /  
DOMAIN**

**MT.CC.L.  
6.**

**Language Standards**

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
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GRADE LEVEL EXPECTATION / BENCHMARK      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.