

# Main Criteria: Investigations in Writing

## Secondary Criteria: Ohio Learning Standards

Subject: Language Arts

Grade: 6

### Investigations in Writing

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

### Ohio Learning Standards

#### Language Arts

Grade 6 - Adopted: 2017

#### DOMAIN / ACADEMIC CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Reading

#### STANDARD / BENCHMARK

#### KEY IDEAS AND DETAILS

BENCHMARK /  
GRADE LEVEL  
INDICATOR

2.

Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.

#### DOMAIN / ACADEMIC CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Reading

#### STANDARD / BENCHMARK

#### CRAFT AND STRUCTURE

BENCHMARK /  
GRADE LEVEL  
INDICATOR

4.

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.

#### DOMAIN / ACADEMIC CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Reading

#### STANDARD / BENCHMARK

#### INTEGRATION OF KNOWLEDGE AND IDEAS

BENCHMARK /  
GRADE LEVEL  
INDICATOR

7.

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

#### DOMAIN / ACADEMIC CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Reading

#### STANDARD / BENCHMARK

#### RANGE OF READING AND LEVEL OF TEXT COMPLEXITY

BENCHMARK /  
GRADE LEVEL  
INDICATOR

10.

Read, comprehend, and respond to complex literary and informational texts independently and proficiently.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**College and Career Readiness Anchor Standards for Writing**

<b>STANDARD / BENCHMARK</b>		<b>TEXT TYPES AND PURPOSES</b>
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BENCHMARK / GRADE LEVEL INDICATOR	2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**College and Career Readiness Anchor Standards for Writing**

<b>STANDARD / BENCHMARK</b>		<b>PRODUCTION AND DISTRIBUTION OF WRITING</b>
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BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**College and Career Readiness Anchor Standards for Writing**

<b>STANDARD / BENCHMARK</b>		<b>RESEARCH TO BUILD AND PRESENT KNOWLEDGE</b>
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BENCHMARK / GRADE LEVEL INDICATOR	9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**College and Career Readiness Anchor Standards for Speaking and Listening**

<b>STANDARD / BENCHMARK</b>		<b>COMPREHENSION AND COLLABORATION</b>
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BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**College and Career Readiness Anchor Standards for Speaking and Listening**

<b>STANDARD / BENCHMARK</b>		<b>PRESENTATION OF KNOWLEDGE AND IDEAS</b>
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BENCHMARK / GRADE LEVEL INDICATOR	4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
<b>STANDARD / BENCHMARK</b>	<b>KNOWLEDGE OF LANGUAGE</b>	
BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
<b>STANDARD / BENCHMARK</b>	<b>VOCABULARY ACQUISITION AND USE</b>	
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>Reading Standards for Informational Text K–12</b>	
<b>STANDARD / BENCHMARK</b>	<b>KEY IDEAS AND DETAILS</b>	
BENCHMARK / GRADE LEVEL INDICATOR	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>Reading Standards for Informational Text K–12</b>	
<b>STANDARD / BENCHMARK</b>	<b>KEY IDEAS AND DETAILS</b>	
<b>BENCHMARK / GRADE LEVEL INDICATOR</b>	<b>RI.6.2.</b>	<b>Analyze informational text development.</b>
PROFICIENCY LEVEL	RI.6.2.a.	Determine a central idea of a text and how it is conveyed through particular details.
<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>Reading Standards for Informational Text K–12</b>	
<b>STANDARD / BENCHMARK</b>	<b>KEY IDEAS AND DETAILS</b>	

BENCHMARK / GRADE LEVEL INDICATOR	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>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>Reading Standards for Informational Text K–12</b>	
<b>STANDARD / BENCHMARK</b>		<b>CRAFT AND STRUCTURE</b>
BENCHMARK / GRADE LEVEL INDICATOR	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>Reading Standards for Informational Text K–12</b>	
<b>STANDARD / BENCHMARK</b>		<b>INTEGRATION OF KNOWLEDGE AND IDEAS</b>
BENCHMARK / GRADE LEVEL INDICATOR	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>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>Writing Standards K–12</b>	
<b>STANDARD / BENCHMARK</b>		<b>TEXT TYPES AND PURPOSES</b>
<b>BENCHMARK / GRADE LEVEL INDICATOR</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>
PROFICIENCY LEVEL	W.6.2.a.	Establish a thesis statement to present information.
<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>Writing Standards K–12</b>	
<b>STANDARD / BENCHMARK</b>		<b>PRODUCTION AND DISTRIBUTION OF WRITING</b>
BENCHMARK / GRADE LEVEL INDICATOR	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.)
BENCHMARK / GRADE LEVEL INDICATOR	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>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>Writing Standards K–12</b>	

STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	W.6.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

PROFICIENCY LEVEL

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").

**DOMAIN / ACADEMIC CONTENT STANDARD**

**Speaking and Listening Standards K–12**

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	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.

PROFICIENCY LEVEL

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.

PROFICIENCY LEVEL

SL.6.1.b.

Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

PROFICIENCY LEVEL

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.

PROFICIENCY LEVEL

SL.6.1.d.

Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

**DOMAIN / ACADEMIC CONTENT STANDARD**

**Speaking and Listening Standards K–12**

STANDARD / BENCHMARK		PRESENTATION OF KNOWLEDGE AND IDEAS
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BENCHMARK / GRADE LEVEL INDICATOR

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.

**DOMAIN / ACADEMIC CONTENT STANDARD**

**Language Standards K–12**

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	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.

PROFICIENCY LEVEL

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.

PROFICIENCY LEVEL	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>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>Language Standards K–12</b>	

<b>STANDARD / BENCHMARK</b>	<b>VOCABULARY ACQUISITION AND USE</b>	
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BENCHMARK / GRADE LEVEL INDICATOR	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: Writing from Notes, p. 19-28

**Ohio Learning Standards**

**Language Arts**

Grade 6 - Adopted: 2017

<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Reading</b>	
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<b>STANDARD / BENCHMARK</b>	<b>KEY IDEAS AND DETAILS</b>	
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BENCHMARK / GRADE LEVEL INDICATOR	2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.
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<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Reading</b>	
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<b>STANDARD / BENCHMARK</b>	<b>CRAFT AND STRUCTURE</b>	
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BENCHMARK / GRADE LEVEL INDICATOR	4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.
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<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Reading</b>	
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<b>STANDARD / BENCHMARK</b>	<b>INTEGRATION OF KNOWLEDGE AND IDEAS</b>	
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BENCHMARK / GRADE LEVEL INDICATOR	7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
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<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Reading</b>	
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STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
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BENCHMARK / GRADE LEVEL INDICATOR	10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.
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**DOMAIN / ACADEMIC CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Writing**

STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
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BENCHMARK / GRADE LEVEL INDICATOR	2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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**DOMAIN / ACADEMIC CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Writing**

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
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BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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**DOMAIN / ACADEMIC CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Writing**

STANDARD / BENCHMARK		RANGE OF WRITING
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BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**DOMAIN / ACADEMIC CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Speaking and Listening**

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
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BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**College and Career Readiness Anchor Standards for Speaking and Listening**

STANDARD / BENCHMARK		PRESENTATION OF KNOWLEDGE AND IDEAS
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BENCHMARK / GRADE LEVEL INDICATOR	4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**College and Career Readiness Anchor Standards for Language**

STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
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BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**College and Career Readiness Anchor Standards for Language**

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
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BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Reading Standards for Informational Text K–12**

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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BENCHMARK / GRADE LEVEL INDICATOR	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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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Reading Standards for Informational Text K–12**

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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BENCHMARK / GRADE LEVEL INDICATOR	RI.6.2.	Analyze informational text development.
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PROFICIENCY LEVEL	RI.6.2.a.	Determine a central idea of a text and how it is conveyed through particular details.
<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>Reading Standards for Informational Text K–12</b>	
<b>STANDARD / BENCHMARK</b>	<b>KEY IDEAS AND DETAILS</b>	
BENCHMARK / GRADE LEVEL INDICATOR	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>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>Reading Standards for Informational Text K–12</b>	
<b>STANDARD / BENCHMARK</b>	<b>CRAFT AND STRUCTURE</b>	
BENCHMARK / GRADE LEVEL INDICATOR	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>Reading Standards for Informational Text K–12</b>	
<b>STANDARD / BENCHMARK</b>	<b>INTEGRATION OF KNOWLEDGE AND IDEAS</b>	
BENCHMARK / GRADE LEVEL INDICATOR	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>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>Writing Standards K–12</b>	
<b>STANDARD / BENCHMARK</b>	<b>TEXT TYPES AND PURPOSES</b>	
BENCHMARK / GRADE LEVEL INDICATOR	W.6.2.	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
PROFICIENCY LEVEL	W.6.2.a.	Establish a thesis statement to present information.
PROFICIENCY LEVEL	W.6.2.b.	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 to aid comprehension, if needed.
PROFICIENCY LEVEL	W.6.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
PROFICIENCY LEVEL	W.6.2.d.	Use appropriate transitions to clarify the relationships among ideas and concepts.

PROFICIENCY LEVEL	W.6.2.e.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PROFICIENCY LEVEL	W.6.2.g.	Provide a concluding statement or section that follows from the information or explanation presented.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Writing Standards K–12**

<b>STANDARD / BENCHMARK</b>		<b>PRODUCTION AND DISTRIBUTION OF WRITING</b>
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BENCHMARK / GRADE LEVEL INDICATOR	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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BENCHMARK / GRADE LEVEL INDICATOR	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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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Writing Standards K–12**

<b>STANDARD / BENCHMARK</b>		<b>RANGE OF WRITING</b>
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BENCHMARK / GRADE LEVEL INDICATOR	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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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Speaking and Listening Standards K–12**

<b>STANDARD / BENCHMARK</b>		<b>COMPREHENSION AND COLLABORATION</b>
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<b>BENCHMARK / GRADE LEVEL INDICATOR</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>
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PROFICIENCY LEVEL	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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PROFICIENCY LEVEL	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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PROFICIENCY LEVEL	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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PROFICIENCY LEVEL	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Speaking and Listening Standards K–12**

STANDARD / BENCHMARK		PRESENTATION OF KNOWLEDGE AND IDEAS
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BENCHMARK / GRADE LEVEL INDICATOR	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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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Language Standards K–12**

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
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BENCHMARK / GRADE LEVEL INDICATOR	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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PROFICIENCY LEVEL	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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PROFICIENCY LEVEL	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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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Language Standards K–12**

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
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BENCHMARK / GRADE LEVEL INDICATOR	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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PROFICIENCY LEVEL	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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PROFICIENCY LEVEL	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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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Language Standards K–12**

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
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BENCHMARK / GRADE LEVEL INDICATOR	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 03: Unit 2: Writing from Notes, p. 29-34

## Language Arts

Grade 6 - Adopted: 2017

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**College and Career Readiness Anchor Standards for Reading**

**STANDARD /  
BENCHMARK**

**KEY IDEAS AND DETAILS**

BENCHMARK /  
GRADE LEVEL  
INDICATOR

2.

Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**College and Career Readiness Anchor Standards for Reading**

**STANDARD /  
BENCHMARK**

**CRAFT AND STRUCTURE**

BENCHMARK /  
GRADE LEVEL  
INDICATOR

4.

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**College and Career Readiness Anchor Standards for Reading**

**STANDARD /  
BENCHMARK**

**INTEGRATION OF KNOWLEDGE AND IDEAS**

BENCHMARK /  
GRADE LEVEL  
INDICATOR

7.

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**College and Career Readiness Anchor Standards for Reading**

**STANDARD /  
BENCHMARK**

**RANGE OF READING AND LEVEL OF TEXT COMPLEXITY**

BENCHMARK /  
GRADE LEVEL  
INDICATOR

10.

Read, comprehend, and respond to complex literary and informational texts independently and proficiently.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**College and Career Readiness Anchor Standards for Writing**

**STANDARD /  
BENCHMARK**

**TEXT TYPES AND PURPOSES**

BENCHMARK /  
GRADE LEVEL  
INDICATOR

2.

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**College and Career Readiness Anchor Standards for Writing**

<b>STANDARD / BENCHMARK</b>		<b>PRODUCTION AND DISTRIBUTION OF WRITING</b>
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BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**College and Career Readiness Anchor Standards for Writing**

<b>STANDARD / BENCHMARK</b>		<b>RESEARCH TO BUILD AND PRESENT KNOWLEDGE</b>
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BENCHMARK / GRADE LEVEL INDICATOR	9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**College and Career Readiness Anchor Standards for Writing**

<b>STANDARD / BENCHMARK</b>		<b>RANGE OF WRITING</b>
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BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**College and Career Readiness Anchor Standards for Speaking and Listening**

<b>STANDARD / BENCHMARK</b>		<b>COMPREHENSION AND COLLABORATION</b>
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BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**College and Career Readiness Anchor Standards for Speaking and Listening**

<b>STANDARD / BENCHMARK</b>		<b>PRESENTATION OF KNOWLEDGE AND IDEAS</b>
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BENCHMARK / GRADE LEVEL INDICATOR	4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Language</b>	

<b>STANDARD / BENCHMARK</b>		<b>KNOWLEDGE OF LANGUAGE</b>
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BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Language</b>	

<b>STANDARD / BENCHMARK</b>		<b>VOCABULARY ACQUISITION AND USE</b>
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BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>Reading Standards for Informational Text K–12</b>	
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<b>STANDARD / BENCHMARK</b>		<b>KEY IDEAS AND DETAILS</b>
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BENCHMARK / GRADE LEVEL INDICATOR	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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<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>Reading Standards for Informational Text K–12</b>	
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<b>STANDARD / BENCHMARK</b>		<b>KEY IDEAS AND DETAILS</b>
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<b>BENCHMARK / GRADE LEVEL INDICATOR</b>	<b>RI.6.2.</b>	<b>Analyze informational text development.</b>
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PROFICIENCY LEVEL	RI.6.2.a.	Determine a central idea of a text and how it is conveyed through particular details.
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<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>Reading Standards for Informational Text K–12</b>	
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STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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BENCHMARK / GRADE LEVEL INDICATOR

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).

**DOMAIN / ACADEMIC CONTENT STANDARD**

**Reading Standards for Informational Text K–12**

STANDARD / BENCHMARK		CRAFT AND STRUCTURE
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BENCHMARK / GRADE LEVEL INDICATOR

RI.6.4.

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

**DOMAIN / ACADEMIC CONTENT STANDARD**

**Reading Standards for Informational Text K–12**

STANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
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BENCHMARK / GRADE LEVEL INDICATOR

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.

**DOMAIN / ACADEMIC CONTENT STANDARD**

**Writing Standards K–12**

STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
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BENCHMARK / GRADE LEVEL INDICATOR

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.**

PROFICIENCY LEVEL

W.6.2.a.

Establish a thesis statement to present information.

PROFICIENCY LEVEL

W.6.2.b.

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 to aid comprehension, if needed.

PROFICIENCY LEVEL

W.6.2.c.

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

PROFICIENCY LEVEL

W.6.2.d.

Use appropriate transitions to clarify the relationships among ideas and concepts.

PROFICIENCY LEVEL

W.6.2.e.

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

PROFICIENCY LEVEL

W.6.2.g.

Provide a concluding statement or section that follows from the information or explanation presented.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Writing Standards K–12**

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	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.)
BENCHMARK / GRADE LEVEL INDICATOR	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.)

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Writing Standards K–12**

STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	W.6.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

PROFICIENCY LEVEL

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”).

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Writing Standards K–12**

STANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	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.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Speaking and Listening Standards K–12**

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	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.
PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

PROFICIENCY LEVEL	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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PROFICIENCY LEVEL	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
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**DOMAIN / ACADEMIC CONTENT STANDARD** **Speaking and Listening Standards K–12**

**STANDARD / BENCHMARK** **PRESENTATION OF KNOWLEDGE AND IDEAS**

BENCHMARK / GRADE LEVEL INDICATOR	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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**DOMAIN / ACADEMIC CONTENT STANDARD** **Language Standards K–12**

**STANDARD / BENCHMARK** **CONVENTIONS OF STANDARD ENGLISH**

BENCHMARK / GRADE LEVEL INDICATOR	L.6.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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PROFICIENCY LEVEL	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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PROFICIENCY LEVEL	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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**DOMAIN / ACADEMIC CONTENT STANDARD** **Language Standards K–12**

**STANDARD / BENCHMARK** **VOCABULARY ACQUISITION AND USE**

BENCHMARK / GRADE LEVEL INDICATOR	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>
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PROFICIENCY LEVEL	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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PROFICIENCY LEVEL	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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**DOMAIN / ACADEMIC CONTENT STANDARD** **Language Standards K–12**

**STANDARD / BENCHMARK** **VOCABULARY ACQUISITION AND USE**



**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**College and Career Readiness Anchor Standards for Writing**

<b>STANDARD / BENCHMARK</b>		<b>TEXT TYPES AND PURPOSES</b>
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BENCHMARK /  
GRADE LEVEL  
INDICATOR

2.

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**College and Career Readiness Anchor Standards for Writing**

<b>STANDARD / BENCHMARK</b>		<b>PRODUCTION AND DISTRIBUTION OF WRITING</b>
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BENCHMARK /  
GRADE LEVEL  
INDICATOR

4.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

BENCHMARK /  
GRADE LEVEL  
INDICATOR

5.

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

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**College and Career Readiness Anchor Standards for Writing**

<b>STANDARD / BENCHMARK</b>		<b>RESEARCH TO BUILD AND PRESENT KNOWLEDGE</b>
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BENCHMARK /  
GRADE LEVEL  
INDICATOR

9.

Draw evidence from literary or informational texts to support analysis, reflection, and research.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**College and Career Readiness Anchor Standards for Writing**

<b>STANDARD / BENCHMARK</b>		<b>RANGE OF WRITING</b>
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BENCHMARK /  
GRADE LEVEL  
INDICATOR

10.

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**College and Career Readiness Anchor Standards for Speaking and Listening**

<b>STANDARD / BENCHMARK</b>		<b>COMPREHENSION AND COLLABORATION</b>
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BENCHMARK /  
GRADE LEVEL  
INDICATOR

1.

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
<b>STANDARD / BENCHMARK</b>	<b>KNOWLEDGE OF LANGUAGE</b>	
BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
<b>STANDARD / BENCHMARK</b>	<b>VOCABULARY ACQUISITION AND USE</b>	
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>Reading Standards for Informational Text K–12</b>	
<b>STANDARD / BENCHMARK</b>	<b>KEY IDEAS AND DETAILS</b>	
BENCHMARK / GRADE LEVEL INDICATOR	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>Reading Standards for Informational Text K–12</b>	
<b>STANDARD / BENCHMARK</b>	<b>KEY IDEAS AND DETAILS</b>	
<b>BENCHMARK / GRADE LEVEL INDICATOR</b>	<b>RI.6.2.</b>	<b>Analyze informational text development.</b>
PROFICIENCY LEVEL	RI.6.2.a.	Determine a central idea of a text and how it is conveyed through particular details.
<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>Reading Standards for Informational Text K–12</b>	

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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BENCHMARK / GRADE LEVEL INDICATOR

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).

**DOMAIN / ACADEMIC CONTENT STANDARD**

**Reading Standards for Informational Text K–12**

STANDARD / BENCHMARK		CRAFT AND STRUCTURE
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BENCHMARK / GRADE LEVEL INDICATOR

RI.6.4.

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

**DOMAIN / ACADEMIC CONTENT STANDARD**

**Reading Standards for Informational Text K–12**

STANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
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BENCHMARK / GRADE LEVEL INDICATOR

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.

**DOMAIN / ACADEMIC CONTENT STANDARD**

**Writing Standards K–12**

STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
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BENCHMARK / GRADE LEVEL INDICATOR

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.**

PROFICIENCY LEVEL

W.6.2.a.

Establish a thesis statement to present information.

PROFICIENCY LEVEL

W.6.2.b.

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 to aid comprehension, if needed.

PROFICIENCY LEVEL

W.6.2.c.

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

PROFICIENCY LEVEL

W.6.2.d.

Use appropriate transitions to clarify the relationships among ideas and concepts.

PROFICIENCY LEVEL

W.6.2.e.

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

PROFICIENCY LEVEL

W.6.2.g.

Provide a concluding statement or section that follows from the information or explanation presented.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Writing Standards K–12**

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	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.)
BENCHMARK / GRADE LEVEL INDICATOR	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.)

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Writing Standards K–12**

STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	W.6.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

PROFICIENCY LEVEL

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”).

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Writing Standards K–12**

STANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	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.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Speaking and Listening Standards K–12**

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	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.

PROFICIENCY LEVEL

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.

PROFICIENCY LEVEL

SL.6.1.b.

Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Language Standards K–12**

<b>STANDARD / BENCHMARK</b>		<b>CONVENTIONS OF STANDARD ENGLISH</b>
<b>BENCHMARK / GRADE LEVEL INDICATOR</b>	<b>L.6.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

PROFICIENCY LEVEL	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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PROFICIENCY LEVEL	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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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Language Standards K–12**

<b>STANDARD / BENCHMARK</b>		<b>VOCABULARY ACQUISITION AND USE</b>
<b>BENCHMARK / GRADE LEVEL INDICATOR</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>

PROFICIENCY LEVEL	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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PROFICIENCY LEVEL	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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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Language Standards K–12**

<b>STANDARD / BENCHMARK</b>		<b>VOCABULARY ACQUISITION AND USE</b>
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<b>BENCHMARK / GRADE LEVEL INDICATOR</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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Lesson 05: Unit 3: Retelling Narrative Stories, p. 43-48

**Ohio Learning Standards**

**Language Arts**

Grade 6 - Adopted: 2017

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**College and Career Readiness Anchor Standards for Reading**

<b>STANDARD / BENCHMARK</b>		<b>KEY IDEAS AND DETAILS</b>
BENCHMARK / GRADE LEVEL INDICATOR	2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.
BENCHMARK / GRADE LEVEL INDICATOR	3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**College and Career Readiness Anchor Standards for Reading**

<b>STANDARD / BENCHMARK</b>		<b>CRAFT AND STRUCTURE</b>
BENCHMARK / GRADE LEVEL INDICATOR	4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**College and Career Readiness Anchor Standards for Reading**

<b>STANDARD / BENCHMARK</b>		<b>INTEGRATION OF KNOWLEDGE AND IDEAS</b>
BENCHMARK / GRADE LEVEL INDICATOR	7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**College and Career Readiness Anchor Standards for Reading**

<b>STANDARD / BENCHMARK</b>		<b>RANGE OF READING AND LEVEL OF TEXT COMPLEXITY</b>
BENCHMARK / GRADE LEVEL INDICATOR	10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**College and Career Readiness Anchor Standards for Writing**

<b>STANDARD / BENCHMARK</b>		<b>TEXT TYPES AND PURPOSES</b>
BENCHMARK / GRADE LEVEL INDICATOR	2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**College and Career Readiness Anchor Standards for Writing**

<b>STANDARD / BENCHMARK</b>		<b>PRODUCTION AND DISTRIBUTION OF WRITING</b>
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BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**College and Career Readiness Anchor Standards for Writing**

<b>STANDARD / BENCHMARK</b>		<b>RESEARCH TO BUILD AND PRESENT KNOWLEDGE</b>
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BENCHMARK / GRADE LEVEL INDICATOR	9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**College and Career Readiness Anchor Standards for Speaking and Listening**

<b>STANDARD / BENCHMARK</b>		<b>COMPREHENSION AND COLLABORATION</b>
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BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**College and Career Readiness Anchor Standards for Speaking and Listening**

<b>STANDARD / BENCHMARK</b>		<b>PRESENTATION OF KNOWLEDGE AND IDEAS</b>
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BENCHMARK / GRADE LEVEL INDICATOR	4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**College and Career Readiness Anchor Standards for Language**

<b>STANDARD / BENCHMARK</b>		<b>KNOWLEDGE OF LANGUAGE</b>
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BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**College and Career Readiness Anchor Standards for Language**

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
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BENCHMARK /  
GRADE LEVEL  
INDICATOR

4.

Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Reading Standards for Literature K–12**

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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BENCHMARK /  
GRADE LEVEL  
INDICATOR

RL.6.1.

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

BENCHMARK /  
GRADE LEVEL  
INDICATOR

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.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Reading Standards for Literature K–12**

STANDARD / BENCHMARK		CRAFT AND STRUCTURE
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BENCHMARK /  
GRADE LEVEL  
INDICATOR

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.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Reading Standards for Literature K–12**

STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
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BENCHMARK /  
GRADE LEVEL  
INDICATOR

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. Build background knowledge and activate prior knowledge in order to make text-to-self, text-to-text, and text-to-world connections that deepen understanding of the text.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Writing Standards K–12**

STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
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BENCHMARK /  
GRADE LEVEL  
INDICATOR

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.

PROFICIENCY LEVEL	W.6.2.a.	Establish a thesis statement to present information.
<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>Writing Standards K–12</b>	
<b>STANDARD / BENCHMARK</b>	<b>PRODUCTION AND DISTRIBUTION OF WRITING</b>	
BENCHMARK / GRADE LEVEL INDICATOR	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>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>Speaking and Listening Standards K–12</b>	
<b>STANDARD / BENCHMARK</b>	<b>COMPREHENSION AND COLLABORATION</b>	
<b>BENCHMARK / GRADE LEVEL INDICATOR</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>
PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>Speaking and Listening Standards K–12</b>	
<b>STANDARD / BENCHMARK</b>	<b>PRESENTATION OF KNOWLEDGE AND IDEAS</b>	
BENCHMARK / GRADE LEVEL INDICATOR	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>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>Language Standards K–12</b>	
<b>STANDARD / BENCHMARK</b>	<b>VOCABULARY ACQUISITION AND USE</b>	
BENCHMARK / GRADE LEVEL INDICATOR	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.

## Ohio Learning Standards

## Language Arts

Grade 6 - Adopted: 2017

DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD

## College and Career Readiness Anchor Standards for Reading

STANDARD /  
BENCHMARK

## KEY IDEAS AND DETAILS

BENCHMARK /  
GRADE LEVEL  
INDICATOR

2.

Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.

BENCHMARK /  
GRADE LEVEL  
INDICATOR

3.

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD

## College and Career Readiness Anchor Standards for Reading

STANDARD /  
BENCHMARK

## CRAFT AND STRUCTURE

BENCHMARK /  
GRADE LEVEL  
INDICATOR

4.

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.

DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD

## College and Career Readiness Anchor Standards for Reading

STANDARD /  
BENCHMARK

## INTEGRATION OF KNOWLEDGE AND IDEAS

BENCHMARK /  
GRADE LEVEL  
INDICATOR

7.

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD

## College and Career Readiness Anchor Standards for Reading

STANDARD /  
BENCHMARK

## RANGE OF READING AND LEVEL OF TEXT COMPLEXITY

BENCHMARK /  
GRADE LEVEL  
INDICATOR

10.

Read, comprehend, and respond to complex literary and informational texts independently and proficiently.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**College and Career Readiness Anchor Standards for Writing**

<b>STANDARD / BENCHMARK</b>		<b>TEXT TYPES AND PURPOSES</b>
BENCHMARK / GRADE LEVEL INDICATOR	2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
BENCHMARK / GRADE LEVEL INDICATOR	3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**College and Career Readiness Anchor Standards for Writing**

<b>STANDARD / BENCHMARK</b>		<b>PRODUCTION AND DISTRIBUTION OF WRITING</b>
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**College and Career Readiness Anchor Standards for Writing**

<b>STANDARD / BENCHMARK</b>		<b>RESEARCH TO BUILD AND PRESENT KNOWLEDGE</b>
BENCHMARK / GRADE LEVEL INDICATOR	9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**College and Career Readiness Anchor Standards for Writing**

<b>STANDARD / BENCHMARK</b>		<b>RANGE OF WRITING</b>
BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**College and Career Readiness Anchor Standards for Speaking and Listening**

<b>STANDARD / BENCHMARK</b>		<b>COMPREHENSION AND COLLABORATION</b>
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BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD** **College and Career Readiness Anchor Standards for Language**

<b>STANDARD / BENCHMARK</b>		<b>KNOWLEDGE OF LANGUAGE</b>
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BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD** **College and Career Readiness Anchor Standards for Language**

<b>STANDARD / BENCHMARK</b>		<b>VOCABULARY ACQUISITION AND USE</b>
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BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD** **Reading Standards for Literature K–12**

<b>STANDARD / BENCHMARK</b>		<b>KEY IDEAS AND DETAILS</b>
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BENCHMARK / GRADE LEVEL INDICATOR	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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BENCHMARK / GRADE LEVEL INDICATOR	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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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD** **Reading Standards for Literature K–12**

<b>STANDARD / BENCHMARK</b>		<b>CRAFT AND STRUCTURE</b>
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BENCHMARK / GRADE LEVEL INDICATOR	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>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>Reading Standards for Literature K–12</b>	
<b>STANDARD / BENCHMARK</b>		<b>RANGE OF READING AND LEVEL OF TEXT COMPLEXITY</b>
BENCHMARK / GRADE LEVEL INDICATOR	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. Build background knowledge and activate prior knowledge in order to make text-to-self, text-to-text, and text-to-world connections that deepen understanding of the text.
<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>Writing Standards K–12</b>	
<b>STANDARD / BENCHMARK</b>		<b>TEXT TYPES AND PURPOSES</b>
<b>BENCHMARK / GRADE LEVEL INDICATOR</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>
PROFICIENCY LEVEL	W.6.2.a.	Establish a thesis statement to present information.
<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>Writing Standards K–12</b>	
<b>STANDARD / BENCHMARK</b>		<b>TEXT TYPES AND PURPOSES</b>
<b>BENCHMARK / GRADE LEVEL INDICATOR</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>
PROFICIENCY LEVEL	W.6.3.a.	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	W.6.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
PROFICIENCY LEVEL	W.6.3.e.	Provide a conclusion that follows from the narrated experiences or events.
<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>Writing Standards K–12</b>	
<b>STANDARD / BENCHMARK</b>		<b>PRODUCTION AND DISTRIBUTION OF WRITING</b>

BENCHMARK / GRADE LEVEL INDICATOR	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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BENCHMARK / GRADE LEVEL INDICATOR	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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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Writing Standards K–12**

STANDARD / BENCHMARK		RANGE OF WRITING
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BENCHMARK / GRADE LEVEL INDICATOR	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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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Speaking and Listening Standards K–12**

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
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BENCHMARK / GRADE LEVEL INDICATOR	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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PROFICIENCY LEVEL	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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PROFICIENCY LEVEL	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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PROFICIENCY LEVEL	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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PROFICIENCY LEVEL	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Language Standards K–12**

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
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BENCHMARK / GRADE LEVEL INDICATOR	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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PROFICIENCY LEVEL	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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PROFICIENCY LEVEL	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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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Language Standards K-12**

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	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.

PROFICIENCY LEVEL	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 part of speech.
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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Language Standards K-12**

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
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BENCHMARK / GRADE LEVEL INDICATOR	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 07: Unit 3: Retelling Narrative Stories, p. 57-74

**Ohio Learning Standards**

**Language Arts**

Grade 6 - Adopted: 2017

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**College and Career Readiness Anchor Standards for Reading**

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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BENCHMARK / GRADE LEVEL INDICATOR	2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.
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BENCHMARK / GRADE LEVEL INDICATOR	3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**College and Career Readiness Anchor Standards for Reading**

STANDARD / BENCHMARK		CRAFT AND STRUCTURE
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BENCHMARK / GRADE LEVEL INDICATOR	4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.
<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Reading</b>	
<b>STANDARD / BENCHMARK</b>	<b>INTEGRATION OF KNOWLEDGE AND IDEAS</b>	
BENCHMARK / GRADE LEVEL INDICATOR	7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Reading</b>	
<b>STANDARD / BENCHMARK</b>	<b>RANGE OF READING AND LEVEL OF TEXT COMPLEXITY</b>	
BENCHMARK / GRADE LEVEL INDICATOR	10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.
<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>STANDARD / BENCHMARK</b>	<b>TEXT TYPES AND PURPOSES</b>	
BENCHMARK / GRADE LEVEL INDICATOR	2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
BENCHMARK / GRADE LEVEL INDICATOR	3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>STANDARD / BENCHMARK</b>	<b>PRODUCTION AND DISTRIBUTION OF WRITING</b>	
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**College and Career Readiness Anchor Standards for Writing**

**STANDARD /  
BENCHMARK**      **RESEARCH TO BUILD AND PRESENT KNOWLEDGE**

BENCHMARK /  
GRADE LEVEL  
INDICATOR      9.      Draw evidence from literary or informational texts to support analysis, reflection, and research.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**College and Career Readiness Anchor Standards for Writing**

**STANDARD /  
BENCHMARK**      **RANGE OF WRITING**

BENCHMARK /  
GRADE LEVEL  
INDICATOR      10.      Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**College and Career Readiness Anchor Standards for Speaking and Listening**

**STANDARD /  
BENCHMARK**      **COMPREHENSION AND COLLABORATION**

BENCHMARK /  
GRADE LEVEL  
INDICATOR      1.      Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

BENCHMARK /  
GRADE LEVEL  
INDICATOR      2.      Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**College and Career Readiness Anchor Standards for Language**

**STANDARD /  
BENCHMARK**      **KNOWLEDGE OF LANGUAGE**

BENCHMARK /  
GRADE LEVEL  
INDICATOR      3.      Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**College and Career Readiness Anchor Standards for Language**

**STANDARD /  
BENCHMARK**      **VOCABULARY ACQUISITION AND USE**

BENCHMARK /  
GRADE LEVEL  
INDICATOR      4.      Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain- specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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**DOMAIN / ACADEMIC CONTENT STANDARD**

**Reading Standards for Literature K–12**

<b>STANDARD / BENCHMARK</b>		<b>KEY IDEAS AND DETAILS</b>
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BENCHMARK / GRADE LEVEL INDICATOR	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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BENCHMARK / GRADE LEVEL INDICATOR	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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**DOMAIN / ACADEMIC CONTENT STANDARD**

**Reading Standards for Literature K–12**

<b>STANDARD / BENCHMARK</b>		<b>CRAFT AND STRUCTURE</b>
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BENCHMARK / GRADE LEVEL INDICATOR	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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**DOMAIN / ACADEMIC CONTENT STANDARD**

**Reading Standards for Literature K–12**

<b>STANDARD / BENCHMARK</b>		<b>RANGE OF READING AND LEVEL OF TEXT COMPLEXITY</b>
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BENCHMARK / GRADE LEVEL INDICATOR	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. Build background knowledge and activate prior knowledge in order to make text-to-self, text-to-text, and text-to-world connections that deepen understanding of the text.
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**DOMAIN / ACADEMIC CONTENT STANDARD**

**Writing Standards K–12**

<b>STANDARD / BENCHMARK</b>		<b>TEXT TYPES AND PURPOSES</b>
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BENCHMARK / GRADE LEVEL INDICATOR	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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PROFICIENCY LEVEL	W.6.2.a.	Establish a thesis statement to present information.
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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Writing Standards K–12**

STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	W.6.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
PROFICIENCY LEVEL	W.6.3.a.	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	W.6.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
PROFICIENCY LEVEL	W.6.3.e.	Provide a conclusion that follows from the narrated experiences or events.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Writing Standards K–12**

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	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.)
BENCHMARK / GRADE LEVEL INDICATOR	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.)

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Writing Standards K–12**

STANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	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.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Speaking and Listening Standards K–12**

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	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.

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

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Language Standards K–12**

<b>STANDARD / BENCHMARK</b>		<b>CONVENTIONS OF STANDARD ENGLISH</b>
<b>BENCHMARK / GRADE LEVEL INDICATOR</b>	<b>L.6.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
PROFICIENCY LEVEL	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
PROFICIENCY LEVEL	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.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Language Standards K–12**

<b>STANDARD / BENCHMARK</b>		<b>VOCABULARY ACQUISITION AND USE</b>
<b>BENCHMARK / GRADE LEVEL INDICATOR</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>
PROFICIENCY LEVEL	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 part of speech.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Language Standards K–12**

<b>STANDARD / BENCHMARK</b>		<b>VOCABULARY ACQUISITION AND USE</b>
<b>BENCHMARK / GRADE LEVEL INDICATOR</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 08: Unit 3: Retelling Narrative Stories, p. 65-74

## Language Arts

Grade 6 - Adopted: 2017

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**College and Career Readiness Anchor Standards for Reading**

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
BENCHMARK / GRADE LEVEL INDICATOR	2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.
BENCHMARK / GRADE LEVEL INDICATOR	3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**College and Career Readiness Anchor Standards for Reading**

STANDARD / BENCHMARK		CRAFT AND STRUCTURE
BENCHMARK / GRADE LEVEL INDICATOR	4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**College and Career Readiness Anchor Standards for Reading**

STANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**College and Career Readiness Anchor Standards for Reading**

STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
BENCHMARK / GRADE LEVEL INDICATOR	10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**College and Career Readiness Anchor Standards for Writing**

STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
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BENCHMARK / GRADE LEVEL INDICATOR	2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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BENCHMARK / GRADE LEVEL INDICATOR	3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
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**DOMAIN / ACADEMIC CONTENT STANDARD** **College and Career Readiness Anchor Standards for Writing**

**STANDARD / BENCHMARK** **PRODUCTION AND DISTRIBUTION OF WRITING**

BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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**DOMAIN / ACADEMIC CONTENT STANDARD** **College and Career Readiness Anchor Standards for Writing**

**STANDARD / BENCHMARK** **RESEARCH TO BUILD AND PRESENT KNOWLEDGE**

BENCHMARK / GRADE LEVEL INDICATOR	9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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**DOMAIN / ACADEMIC CONTENT STANDARD** **College and Career Readiness Anchor Standards for Writing**

**STANDARD / BENCHMARK** **RANGE OF WRITING**

BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**DOMAIN / ACADEMIC CONTENT STANDARD** **College and Career Readiness Anchor Standards for Speaking and Listening**

**STANDARD / BENCHMARK** **COMPREHENSION AND COLLABORATION**

BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
<b>STANDARD / BENCHMARK</b>	<b>KNOWLEDGE OF LANGUAGE</b>	
BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
<b>STANDARD / BENCHMARK</b>	<b>VOCABULARY ACQUISITION AND USE</b>	
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>Reading Standards for Literature K–12</b>	
<b>STANDARD / BENCHMARK</b>	<b>KEY IDEAS AND DETAILS</b>	
BENCHMARK / GRADE LEVEL INDICATOR	RL.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
BENCHMARK / GRADE LEVEL INDICATOR	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>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>Reading Standards for Literature K–12</b>	
<b>STANDARD / BENCHMARK</b>	<b>CRAFT AND STRUCTURE</b>	
BENCHMARK / GRADE LEVEL INDICATOR	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.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Reading Standards for Literature K–12**

STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
BENCHMARK / GRADE LEVEL INDICATOR	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. Build background knowledge and activate prior knowledge in order to make text-to-self, text-to-text, and text-to-world connections that deepen understanding of the text.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Writing Standards K–12**

STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	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.
PROFICIENCY LEVEL	W.6.2.a.	Establish a thesis statement to present information.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Writing Standards K–12**

STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	W.6.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
PROFICIENCY LEVEL	W.6.3.a.	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	W.6.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
PROFICIENCY LEVEL	W.6.3.e.	Provide a conclusion that follows from the narrated experiences or events.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Writing Standards K–12**

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	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.)

BENCHMARK / GRADE LEVEL INDICATOR	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>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>Writing Standards K–12</b>	
<b>STANDARD / BENCHMARK</b>		<b>RANGE OF WRITING</b>
BENCHMARK / GRADE LEVEL INDICATOR	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>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>Speaking and Listening Standards K–12</b>	
<b>STANDARD / BENCHMARK</b>		<b>COMPREHENSION AND COLLABORATION</b>
<b>BENCHMARK / GRADE LEVEL INDICATOR</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>
PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>Language Standards K–12</b>	
<b>STANDARD / BENCHMARK</b>		<b>CONVENTIONS OF STANDARD ENGLISH</b>
<b>BENCHMARK / GRADE LEVEL INDICATOR</b>	<b>L.6.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
PROFICIENCY LEVEL	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
PROFICIENCY LEVEL	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>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>Language Standards K–12</b>	

<b>STANDARD / BENCHMARK</b>		<b>VOCABULARY ACQUISITION AND USE</b>
<b>BENCHMARK / GRADE LEVEL INDICATOR</b>	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>

PROFICIENCY LEVEL 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 part of speech.

**DOMAIN / ACADEMIC CONTENT STANDARD**

**Language Standards K–12**

<b>STANDARD / BENCHMARK</b>		<b>VOCABULARY ACQUISITION AND USE</b>
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BENCHMARK / GRADE LEVEL INDICATOR 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

**Ohio Learning Standards**

**Language Arts**

**Grade 6 - Adopted: 2017**

**DOMAIN / ACADEMIC CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Reading**

<b>STANDARD / BENCHMARK</b>		<b>KEY IDEAS AND DETAILS</b>
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BENCHMARK / GRADE LEVEL INDICATOR 2. Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.

**DOMAIN / ACADEMIC CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Reading**

<b>STANDARD / BENCHMARK</b>		<b>CRAFT AND STRUCTURE</b>
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BENCHMARK / GRADE LEVEL INDICATOR 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.

**DOMAIN / ACADEMIC CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Reading**

<b>STANDARD / BENCHMARK</b>		<b>INTEGRATION OF KNOWLEDGE AND IDEAS</b>
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BENCHMARK / GRADE LEVEL INDICATOR	7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Reading</b>	
<b>STANDARD / BENCHMARK</b>	<b>RANGE OF READING AND LEVEL OF TEXT COMPLEXITY</b>	
BENCHMARK / GRADE LEVEL INDICATOR	10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.
<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>STANDARD / BENCHMARK</b>	<b>TEXT TYPES AND PURPOSES</b>	
BENCHMARK / GRADE LEVEL INDICATOR	2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>STANDARD / BENCHMARK</b>	<b>PRODUCTION AND DISTRIBUTION OF WRITING</b>	
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>STANDARD / BENCHMARK</b>	<b>RESEARCH TO BUILD AND PRESENT KNOWLEDGE</b>	
BENCHMARK / GRADE LEVEL INDICATOR	9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>STANDARD / BENCHMARK</b>	<b>RANGE OF WRITING</b>	

BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>	
<b>STANDARD / BENCHMARK</b>	<b>COMPREHENSION AND COLLABORATION</b>	
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
<b>STANDARD / BENCHMARK</b>	<b>KNOWLEDGE OF LANGUAGE</b>	
BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
<b>STANDARD / BENCHMARK</b>	<b>VOCABULARY ACQUISITION AND USE</b>	
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>Reading Standards for Informational Text K–12</b>	
<b>STANDARD / BENCHMARK</b>	<b>KEY IDEAS AND DETAILS</b>	
BENCHMARK / GRADE LEVEL INDICATOR	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Reading Standards for Informational Text K–12**

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
BENCHMARK / GRADE LEVEL INDICATOR	RI.6.2.	Analyze informational text development.

PROFICIENCY LEVEL

RI.6.2.a.

Determine a central idea of a text and how it is conveyed through particular details.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Reading Standards for Informational Text K–12**

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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BENCHMARK / GRADE LEVEL INDICATOR

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).

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Reading Standards for Informational Text K–12**

STANDARD / BENCHMARK		CRAFT AND STRUCTURE
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BENCHMARK / GRADE LEVEL INDICATOR

RI.6.4.

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

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Reading Standards for Informational Text K–12**

STANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
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BENCHMARK / GRADE LEVEL INDICATOR

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.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Writing Standards K–12**

STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
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BENCHMARK / GRADE LEVEL INDICATOR

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.

PROFICIENCY LEVEL

W.6.2.a.

Establish a thesis statement to present information.

PROFICIENCY LEVEL	W.6.2.b.	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 to aid comprehension, if needed.
PROFICIENCY LEVEL	W.6.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
PROFICIENCY LEVEL	W.6.2.d.	Use appropriate transitions to clarify the relationships among ideas and concepts.
PROFICIENCY LEVEL	W.6.2.e.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PROFICIENCY LEVEL	W.6.2.g.	Provide a concluding statement or section that follows from the information or explanation presented.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Writing Standards K–12**

<b>STANDARD / BENCHMARK</b>		<b>PRODUCTION AND DISTRIBUTION OF WRITING</b>
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BENCHMARK / GRADE LEVEL INDICATOR	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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BENCHMARK / GRADE LEVEL INDICATOR	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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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Writing Standards K–12**

<b>STANDARD / BENCHMARK</b>		<b>RESEARCH TO BUILD AND PRESENT KNOWLEDGE</b>
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<b>BENCHMARK / GRADE LEVEL INDICATOR</b>	<b>W.6.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
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PROFICIENCY LEVEL	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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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Writing Standards K–12**

<b>STANDARD / BENCHMARK</b>		<b>RANGE OF WRITING</b>
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BENCHMARK / GRADE LEVEL INDICATOR	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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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Speaking and Listening Standards K–12**

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
<b>BENCHMARK / GRADE LEVEL INDICATOR</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>
PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Language Standards K–12**

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
<b>BENCHMARK / GRADE LEVEL INDICATOR</b>	<b>L.6.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
PROFICIENCY LEVEL	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
PROFICIENCY LEVEL	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.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Language Standards K–12**

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
<b>BENCHMARK / GRADE LEVEL INDICATOR</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>
PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	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).

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Language Standards K–12**

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
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BENCHMARK / GRADE LEVEL INDICATOR	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 10: Unit 4 Summarizing a Reference, p. 83-90

**Ohio Learning Standards**

**Language Arts**

**Grade 6 - Adopted: 2017**

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**College and Career Readiness Anchor Standards for Reading**

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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BENCHMARK / GRADE LEVEL INDICATOR	2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.
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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**College and Career Readiness Anchor Standards for Reading**

STANDARD / BENCHMARK		CRAFT AND STRUCTURE
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BENCHMARK / GRADE LEVEL INDICATOR	4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.
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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**College and Career Readiness Anchor Standards for Reading**

STANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
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BENCHMARK / GRADE LEVEL INDICATOR	7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**College and Career Readiness Anchor Standards for Reading**

STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
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BENCHMARK / GRADE LEVEL INDICATOR	10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.
<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>STANDARD / BENCHMARK</b>		<b>TEXT TYPES AND PURPOSES</b>
BENCHMARK / GRADE LEVEL INDICATOR	2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>STANDARD / BENCHMARK</b>		<b>PRODUCTION AND DISTRIBUTION OF WRITING</b>
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>STANDARD / BENCHMARK</b>		<b>RESEARCH TO BUILD AND PRESENT KNOWLEDGE</b>
BENCHMARK / GRADE LEVEL INDICATOR	9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>STANDARD / BENCHMARK</b>		<b>RANGE OF WRITING</b>
BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>	
<b>STANDARD / BENCHMARK</b>		<b>COMPREHENSION AND COLLABORATION</b>

BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
<b>STANDARD / BENCHMARK</b>	<b>KNOWLEDGE OF LANGUAGE</b>	
BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
<b>STANDARD / BENCHMARK</b>	<b>VOCABULARY ACQUISITION AND USE</b>	
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>Reading Standards for Informational Text K–12</b>	
<b>STANDARD / BENCHMARK</b>	<b>KEY IDEAS AND DETAILS</b>	
BENCHMARK / GRADE LEVEL INDICATOR	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>Reading Standards for Informational Text K–12</b>	
<b>STANDARD / BENCHMARK</b>	<b>KEY IDEAS AND DETAILS</b>	
<b>BENCHMARK / GRADE LEVEL INDICATOR</b>	<b>RI.6.2.</b>	<b>Analyze informational text development.</b>
PROFICIENCY LEVEL	RI.6.2.a.	Determine a central idea of a text and how it is conveyed through particular details.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Reading Standards for Informational Text K–12**

<b>STANDARD / BENCHMARK</b>		<b>KEY IDEAS AND DETAILS</b>
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BENCHMARK /  
GRADE LEVEL  
INDICATOR

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).

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Reading Standards for Informational Text K–12**

<b>STANDARD / BENCHMARK</b>		<b>CRAFT AND STRUCTURE</b>
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BENCHMARK /  
GRADE LEVEL  
INDICATOR

RI.6.4.

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

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Reading Standards for Informational Text K–12**

<b>STANDARD / BENCHMARK</b>		<b>INTEGRATION OF KNOWLEDGE AND IDEAS</b>
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BENCHMARK /  
GRADE LEVEL  
INDICATOR

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.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Writing Standards K–12**

<b>STANDARD / BENCHMARK</b>		<b>TEXT TYPES AND PURPOSES</b>
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**BENCHMARK /  
GRADE LEVEL  
INDICATOR**

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.**

PROFICIENCY  
LEVEL

W.6.2.a.

Establish a thesis statement to present information.

PROFICIENCY  
LEVEL

W.6.2.b.

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 to aid comprehension, if needed.

PROFICIENCY  
LEVEL

W.6.2.c.

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

PROFICIENCY  
LEVEL

W.6.2.d.

Use appropriate transitions to clarify the relationships among ideas and concepts.

PROFICIENCY  
LEVEL

W.6.2.e.

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

PROFICIENCY LEVEL	W.6.2.g.	Provide a concluding statement or section that follows from the information or explanation presented.
<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>Writing Standards K–12</b>	
<b>STANDARD / BENCHMARK</b>	<b>PRODUCTION AND DISTRIBUTION OF WRITING</b>	
BENCHMARK / GRADE LEVEL INDICATOR	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.)
BENCHMARK / GRADE LEVEL INDICATOR	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>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>Writing Standards K–12</b>	
<b>STANDARD / BENCHMARK</b>	<b>RESEARCH TO BUILD AND PRESENT KNOWLEDGE</b>	
BENCHMARK / GRADE LEVEL INDICATOR	W.6.9.	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
PROFICIENCY LEVEL	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>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>Writing Standards K–12</b>	
<b>STANDARD / BENCHMARK</b>	<b>RANGE OF WRITING</b>	
BENCHMARK / GRADE LEVEL INDICATOR	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>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>Speaking and Listening Standards K–12</b>	
<b>STANDARD / BENCHMARK</b>	<b>COMPREHENSION AND COLLABORATION</b>	
BENCHMARK / GRADE LEVEL INDICATOR	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>
PROFICIENCY LEVEL	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.

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

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Language Standards K–12**

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.6.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
PROFICIENCY LEVEL	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
PROFICIENCY LEVEL	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.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Language Standards K–12**

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	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>
PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	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 part of speech.
PROFICIENCY LEVEL	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).

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Language Standards K–12**

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	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.

# Ohio Learning Standards

## Language Arts

Grade 6 - Adopted: 2017

### DOMAIN / ACADEMIC CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Reading

#### STANDARD / BENCHMARK

#### KEY IDEAS AND DETAILS

BENCHMARK /  
GRADE LEVEL  
INDICATOR

2.

Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.

### DOMAIN / ACADEMIC CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Reading

#### STANDARD / BENCHMARK

#### CRAFT AND STRUCTURE

BENCHMARK /  
GRADE LEVEL  
INDICATOR

4.

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.

### DOMAIN / ACADEMIC CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Reading

#### STANDARD / BENCHMARK

#### INTEGRATION OF KNOWLEDGE AND IDEAS

BENCHMARK /  
GRADE LEVEL  
INDICATOR

7.

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

### DOMAIN / ACADEMIC CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Reading

#### STANDARD / BENCHMARK

#### RANGE OF READING AND LEVEL OF TEXT COMPLEXITY

BENCHMARK /  
GRADE LEVEL  
INDICATOR

10.

Read, comprehend, and respond to complex literary and informational texts independently and proficiently.

### DOMAIN / ACADEMIC CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Writing

#### STANDARD / BENCHMARK

#### TEXT TYPES AND PURPOSES

BENCHMARK /  
GRADE LEVEL  
INDICATOR

2.

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**College and Career Readiness Anchor Standards for Writing**

<b>STANDARD / BENCHMARK</b>		<b>PRODUCTION AND DISTRIBUTION OF WRITING</b>
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BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**College and Career Readiness Anchor Standards for Writing**

<b>STANDARD / BENCHMARK</b>		<b>RESEARCH TO BUILD AND PRESENT KNOWLEDGE</b>
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BENCHMARK / GRADE LEVEL INDICATOR	9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**College and Career Readiness Anchor Standards for Writing**

<b>STANDARD / BENCHMARK</b>		<b>RANGE OF WRITING</b>
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BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**College and Career Readiness Anchor Standards for Speaking and Listening**

<b>STANDARD / BENCHMARK</b>		<b>COMPREHENSION AND COLLABORATION</b>
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BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**College and Career Readiness Anchor Standards for Language**

<b>STANDARD / BENCHMARK</b>		<b>KNOWLEDGE OF LANGUAGE</b>
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BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>		
<b>College and Career Readiness Anchor Standards for Language</b>		
<b>STANDARD / BENCHMARK</b>		<b>VOCABULARY ACQUISITION AND USE</b>
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>		
<b>Reading Standards for Informational Text K–12</b>		
<b>STANDARD / BENCHMARK</b>		<b>KEY IDEAS AND DETAILS</b>
BENCHMARK / GRADE LEVEL INDICATOR	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>		
<b>Reading Standards for Informational Text K–12</b>		
<b>STANDARD / BENCHMARK</b>		<b>KEY IDEAS AND DETAILS</b>
<b>BENCHMARK / GRADE LEVEL INDICATOR</b>	<b>RI.6.2.</b>	<b>Analyze informational text development.</b>
PROFICIENCY LEVEL	RI.6.2.a.	Determine a central idea of a text and how it is conveyed through particular details.
<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>		
<b>Reading Standards for Informational Text K–12</b>		
<b>STANDARD / BENCHMARK</b>		<b>KEY IDEAS AND DETAILS</b>
BENCHMARK / GRADE LEVEL INDICATOR	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>DOMAIN / ACADEMIC CONTENT STANDARD</b>		
<b>Reading Standards for Informational Text K–12</b>		

STANDARD / BENCHMARK		CRAFT AND STRUCTURE
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BENCHMARK / GRADE LEVEL INDICATOR

RI.6.4.

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

**DOMAIN / ACADEMIC CONTENT STANDARD**

**Reading Standards for Informational Text K–12**

STANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
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BENCHMARK / GRADE LEVEL INDICATOR

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.

**DOMAIN / ACADEMIC CONTENT STANDARD**

**Writing Standards K–12**

STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
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BENCHMARK / GRADE LEVEL INDICATOR	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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PROFICIENCY LEVEL

W.6.2.a.

Establish a thesis statement to present information.

PROFICIENCY LEVEL

W.6.2.b.

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 to aid comprehension, if needed.

PROFICIENCY LEVEL

W.6.2.c.

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

PROFICIENCY LEVEL

W.6.2.d.

Use appropriate transitions to clarify the relationships among ideas and concepts.

PROFICIENCY LEVEL

W.6.2.e.

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

PROFICIENCY LEVEL

W.6.2.g.

Provide a concluding statement or section that follows from the information or explanation presented.

**DOMAIN / ACADEMIC CONTENT STANDARD**

**Writing Standards K–12**

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
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BENCHMARK / GRADE LEVEL INDICATOR

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.)

BENCHMARK / GRADE LEVEL INDICATOR	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>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>Writing Standards K–12</b>	
<b>STANDARD / BENCHMARK</b>		<b>RESEARCH TO BUILD AND PRESENT KNOWLEDGE</b>
BENCHMARK / GRADE LEVEL INDICATOR	W.6.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
PROFICIENCY LEVEL	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>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>Writing Standards K–12</b>	
<b>STANDARD / BENCHMARK</b>		<b>RANGE OF WRITING</b>
BENCHMARK / GRADE LEVEL INDICATOR	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>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>Speaking and Listening Standards K–12</b>	
<b>STANDARD / BENCHMARK</b>		<b>COMPREHENSION AND COLLABORATION</b>
BENCHMARK / GRADE LEVEL INDICATOR	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.
PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>Language Standards K–12</b>	
<b>STANDARD / BENCHMARK</b>		<b>CONVENTIONS OF STANDARD ENGLISH</b>

<b>BENCHMARK / GRADE LEVEL INDICATOR</b>	<b>L.6.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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PROFICIENCY LEVEL	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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PROFICIENCY LEVEL	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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**DOMAIN / ACADEMIC CONTENT STANDARD**

**Language Standards K–12**

<b>STANDARD / BENCHMARK</b>		<b>VOCABULARY ACQUISITION AND USE</b>
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<b>BENCHMARK / GRADE LEVEL INDICATOR</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>
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PROFICIENCY LEVEL	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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PROFICIENCY LEVEL	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 part of speech.
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PROFICIENCY LEVEL	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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**DOMAIN / ACADEMIC CONTENT STANDARD**

**Language Standards K–12**

<b>STANDARD / BENCHMARK</b>		<b>VOCABULARY ACQUISITION AND USE</b>
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BENCHMARK / GRADE LEVEL INDICATOR	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 12: Unit 4 Summarizing a Reference, p. 101-112

**Ohio Learning Standards**

**Language Arts**

**Grade 6 - Adopted: 2017**

**DOMAIN / ACADEMIC CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Reading**

<b>STANDARD / BENCHMARK</b>		<b>KEY IDEAS AND DETAILS</b>
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BENCHMARK / GRADE LEVEL INDICATOR	2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.
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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**College and Career Readiness Anchor Standards for Reading**

<b>STANDARD / BENCHMARK</b>		<b>CRAFT AND STRUCTURE</b>
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BENCHMARK /  
GRADE LEVEL  
INDICATOR

4.

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**College and Career Readiness Anchor Standards for Reading**

<b>STANDARD / BENCHMARK</b>		<b>INTEGRATION OF KNOWLEDGE AND IDEAS</b>
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BENCHMARK /  
GRADE LEVEL  
INDICATOR

7.

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**College and Career Readiness Anchor Standards for Reading**

<b>STANDARD / BENCHMARK</b>		<b>RANGE OF READING AND LEVEL OF TEXT COMPLEXITY</b>
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BENCHMARK /  
GRADE LEVEL  
INDICATOR

10.

Read, comprehend, and respond to complex literary and informational texts independently and proficiently.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**College and Career Readiness Anchor Standards for Writing**

<b>STANDARD / BENCHMARK</b>		<b>TEXT TYPES AND PURPOSES</b>
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BENCHMARK /  
GRADE LEVEL  
INDICATOR

2.

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**College and Career Readiness Anchor Standards for Writing**

<b>STANDARD / BENCHMARK</b>		<b>PRODUCTION AND DISTRIBUTION OF WRITING</b>
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BENCHMARK /  
GRADE LEVEL  
INDICATOR

4.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

BENCHMARK /  
GRADE LEVEL  
INDICATOR

5.

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

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**College and Career Readiness Anchor Standards for Writing**

<b>STANDARD / BENCHMARK</b>		<b>RESEARCH TO BUILD AND PRESENT KNOWLEDGE</b>
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BENCHMARK / GRADE LEVEL INDICATOR	9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**College and Career Readiness Anchor Standards for Writing**

<b>STANDARD / BENCHMARK</b>		<b>RANGE OF WRITING</b>
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BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**College and Career Readiness Anchor Standards for Speaking and Listening**

<b>STANDARD / BENCHMARK</b>		<b>COMPREHENSION AND COLLABORATION</b>
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BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**College and Career Readiness Anchor Standards for Language**

<b>STANDARD / BENCHMARK</b>		<b>KNOWLEDGE OF LANGUAGE</b>
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BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**College and Career Readiness Anchor Standards for Language**

<b>STANDARD / BENCHMARK</b>		<b>VOCABULARY ACQUISITION AND USE</b>
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BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain- specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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**DOMAIN / ACADEMIC CONTENT STANDARD**

**Reading Standards for Informational Text K–12**

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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BENCHMARK / GRADE LEVEL INDICATOR	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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**DOMAIN / ACADEMIC CONTENT STANDARD**

**Reading Standards for Informational Text K–12**

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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BENCHMARK / GRADE LEVEL INDICATOR	RI.6.2.	Analyze informational text development.
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PROFICIENCY LEVEL	RI.6.2.a.	Determine a central idea of a text and how it is conveyed through particular details.
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**DOMAIN / ACADEMIC CONTENT STANDARD**

**Reading Standards for Informational Text K–12**

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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BENCHMARK / GRADE LEVEL INDICATOR	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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**DOMAIN / ACADEMIC CONTENT STANDARD**

**Reading Standards for Informational Text K–12**

STANDARD / BENCHMARK		CRAFT AND STRUCTURE
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BENCHMARK / GRADE LEVEL INDICATOR	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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**DOMAIN / ACADEMIC CONTENT STANDARD**

**Reading Standards for Informational Text K–12**

STANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
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BENCHMARK / GRADE LEVEL INDICATOR	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>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>Writing Standards K–12</b>	
<b>STANDARD / BENCHMARK</b>		<b>TEXT TYPES AND PURPOSES</b>
<b>BENCHMARK / GRADE LEVEL INDICATOR</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>
PROFICIENCY LEVEL	W.6.2.a.	Establish a thesis statement to present information.
PROFICIENCY LEVEL	W.6.2.b.	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 to aid comprehension, if needed.
PROFICIENCY LEVEL	W.6.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
PROFICIENCY LEVEL	W.6.2.d.	Use appropriate transitions to clarify the relationships among ideas and concepts.
PROFICIENCY LEVEL	W.6.2.e.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PROFICIENCY LEVEL	W.6.2.g.	Provide a concluding statement or section that follows from the information or explanation presented.
<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>Writing Standards K–12</b>	
<b>STANDARD / BENCHMARK</b>		<b>PRODUCTION AND DISTRIBUTION OF WRITING</b>
BENCHMARK / GRADE LEVEL INDICATOR	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.)
BENCHMARK / GRADE LEVEL INDICATOR	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>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>Writing Standards K–12</b>	
<b>STANDARD / BENCHMARK</b>		<b>RESEARCH TO BUILD AND PRESENT KNOWLEDGE</b>

<b>BENCHMARK / GRADE LEVEL INDICATOR</b>	<b>W.6.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
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PROFICIENCY LEVEL

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”).

**DOMAIN / ACADEMIC CONTENT STANDARD**

**Writing Standards K–12**

<b>STANDARD / BENCHMARK</b>		<b>RANGE OF WRITING</b>
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BENCHMARK / GRADE LEVEL INDICATOR

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.

**DOMAIN / ACADEMIC CONTENT STANDARD**

**Speaking and Listening Standards K–12**

<b>STANDARD / BENCHMARK</b>		<b>COMPREHENSION AND COLLABORATION</b>
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**BENCHMARK / GRADE LEVEL INDICATOR**

**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.**

PROFICIENCY LEVEL

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.

PROFICIENCY LEVEL

SL.6.1.b.

Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

PROFICIENCY LEVEL

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.

PROFICIENCY LEVEL

SL.6.1.d.

Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

**DOMAIN / ACADEMIC CONTENT STANDARD**

**Language Standards K–12**

<b>STANDARD / BENCHMARK</b>		<b>CONVENTIONS OF STANDARD ENGLISH</b>
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**BENCHMARK / GRADE LEVEL INDICATOR**

**L.6.1.**

**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

PROFICIENCY LEVEL

L.6.1.d.

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

PROFICIENCY LEVEL

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.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Language Standards K–12**

STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
BENCHMARK / GRADE LEVEL INDICATOR	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
PROFICIENCY LEVEL	L.6.3.a.	Vary sentence patterns for meaning, reader/listener interest, and style.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Language Standards K–12**

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	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.
PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	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 part of speech.
PROFICIENCY LEVEL	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).

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Language Standards K–12**

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	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

**Ohio Learning Standards**

**Language Arts**

Grade 6 - Adopted: 2017

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**College and Career Readiness Anchor Standards for Writing**

STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
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BENCHMARK / GRADE LEVEL INDICATOR	2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>STANDARD / BENCHMARK</b>	<b>PRODUCTION AND DISTRIBUTION OF WRITING</b>	
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>	
<b>STANDARD / BENCHMARK</b>	<b>COMPREHENSION AND COLLABORATION</b>	
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>	
<b>STANDARD / BENCHMARK</b>	<b>PRESENTATION OF KNOWLEDGE AND IDEAS</b>	
BENCHMARK / GRADE LEVEL INDICATOR	4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
<b>STANDARD / BENCHMARK</b>	<b>VOCABULARY ACQUISITION AND USE</b>	
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>Writing Standards K–12</b>	
<b>STANDARD / BENCHMARK</b>	<b>TEXT TYPES AND PURPOSES</b>	
BENCHMARK / GRADE LEVEL INDICATOR	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.

PROFICIENCY LEVEL	W.6.2.a.	Establish a thesis statement to present information.
<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>Writing Standards K–12</b>	
<b>STANDARD / BENCHMARK</b>	<b>PRODUCTION AND DISTRIBUTION OF WRITING</b>	
BENCHMARK / GRADE LEVEL INDICATOR	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>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>Speaking and Listening Standards K–12</b>	
<b>STANDARD / BENCHMARK</b>	<b>COMPREHENSION AND COLLABORATION</b>	
<b>BENCHMARK / GRADE LEVEL INDICATOR</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>
PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>Speaking and Listening Standards K–12</b>	
<b>STANDARD / BENCHMARK</b>	<b>PRESENTATION OF KNOWLEDGE AND IDEAS</b>	
BENCHMARK / GRADE LEVEL INDICATOR	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>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>Language Standards K–12</b>	
<b>STANDARD / BENCHMARK</b>	<b>VOCABULARY ACQUISITION AND USE</b>	
BENCHMARK / GRADE LEVEL INDICATOR	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.

## Ohio Learning Standards

## Language Arts

Grade 6 - Adopted: 2017

DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD

## College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
BENCHMARK / GRADE LEVEL INDICATOR	3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD

## College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD

## College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD

## College and Career Readiness Anchor Standards for Speaking and Listening

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
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BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Language</b>	

<b>STANDARD / BENCHMARK</b>		<b>VOCABULARY ACQUISITION AND USE</b>
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BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain- specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>Writing Standards K–12</b>	
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<b>STANDARD / BENCHMARK</b>		<b>TEXT TYPES AND PURPOSES</b>
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<b>BENCHMARK / GRADE LEVEL INDICATOR</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>
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PROFICIENCY LEVEL	W.6.2.a.	Establish a thesis statement to present information.
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<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>Writing Standards K–12</b>	
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<b>STANDARD / BENCHMARK</b>		<b>TEXT TYPES AND PURPOSES</b>
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<b>BENCHMARK / GRADE LEVEL INDICATOR</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>
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PROFICIENCY LEVEL	W.6.3.a.	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
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PROFICIENCY LEVEL	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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PROFICIENCY LEVEL	W.6.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
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PROFICIENCY LEVEL	W.6.3.e.	Provide a conclusion that follows from the narrated experiences or events.
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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Writing Standards K–12**

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	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.)
BENCHMARK / GRADE LEVEL INDICATOR	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.)

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Writing Standards K–12**

STANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	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.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Speaking and Listening Standards K–12**

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	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.
PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Language Standards K–12**

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
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<b>BENCHMARK / GRADE LEVEL INDICATOR</b>	<b>L.6.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
PROFICIENCY LEVEL	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

PROFICIENCY LEVEL	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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**DOMAIN / ACADEMIC CONTENT STANDARD**

**Language Standards K–12**

<b>STANDARD / BENCHMARK</b>		<b>KNOWLEDGE OF LANGUAGE</b>
<b>BENCHMARK / GRADE LEVEL INDICATOR</b>	<b>L.6.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

PROFICIENCY LEVEL	L.6.3.a.	Vary sentence patterns for meaning, reader/listener interest, and style.
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**DOMAIN / ACADEMIC CONTENT STANDARD**

**Language Standards K–12**

<b>STANDARD / BENCHMARK</b>		<b>VOCABULARY ACQUISITION AND USE</b>
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BENCHMARK / GRADE LEVEL INDICATOR	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

**Ohio Learning Standards**

**Language Arts**

**Grade 6 - Adopted: 2017**

**DOMAIN / ACADEMIC CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Writing**

<b>STANDARD / BENCHMARK</b>		<b>TEXT TYPES AND PURPOSES</b>
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BENCHMARK / GRADE LEVEL INDICATOR	2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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BENCHMARK / GRADE LEVEL INDICATOR	3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**College and Career Readiness Anchor Standards for Writing**

<b>STANDARD / BENCHMARK</b>		<b>PRODUCTION AND DISTRIBUTION OF WRITING</b>
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BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**College and Career Readiness Anchor Standards for Writing**

<b>STANDARD / BENCHMARK</b>		<b>RANGE OF WRITING</b>
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BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**College and Career Readiness Anchor Standards for Speaking and Listening**

<b>STANDARD / BENCHMARK</b>		<b>COMPREHENSION AND COLLABORATION</b>
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BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**College and Career Readiness Anchor Standards for Language**

<b>STANDARD / BENCHMARK</b>		<b>VOCABULARY ACQUISITION AND USE</b>
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BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Writing Standards K–12**

<b>STANDARD / BENCHMARK</b>		<b>TEXT TYPES AND PURPOSES</b>
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<b>BENCHMARK / GRADE LEVEL INDICATOR</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>
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PROFICIENCY LEVEL	W.6.2.a.	Establish a thesis statement to present information.
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**DOMAIN / ACADEMIC CONTENT STANDARD**

**Writing Standards K–12**

<b>STANDARD / BENCHMARK</b>		<b>TEXT TYPES AND PURPOSES</b>
<b>BENCHMARK / GRADE LEVEL INDICATOR</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>

PROFICIENCY LEVEL	W.6.3.a.	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
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PROFICIENCY LEVEL	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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PROFICIENCY LEVEL	W.6.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
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PROFICIENCY LEVEL	W.6.3.e.	Provide a conclusion that follows from the narrated experiences or events.
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**DOMAIN / ACADEMIC CONTENT STANDARD**

**Writing Standards K–12**

<b>STANDARD / BENCHMARK</b>		<b>PRODUCTION AND DISTRIBUTION OF WRITING</b>
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BENCHMARK / GRADE LEVEL INDICATOR	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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BENCHMARK / GRADE LEVEL INDICATOR	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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**DOMAIN / ACADEMIC CONTENT STANDARD**

**Writing Standards K–12**

<b>STANDARD / BENCHMARK</b>		<b>RANGE OF WRITING</b>
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BENCHMARK / GRADE LEVEL INDICATOR	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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**DOMAIN / ACADEMIC CONTENT STANDARD**

**Speaking and Listening Standards K–12**

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	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.

PROFICIENCY LEVEL	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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PROFICIENCY LEVEL	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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PROFICIENCY LEVEL	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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PROFICIENCY LEVEL	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
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**DOMAIN / ACADEMIC CONTENT STANDARD**

**Language Standards K–12**

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

PROFICIENCY LEVEL	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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PROFICIENCY LEVEL	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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**DOMAIN / ACADEMIC CONTENT STANDARD**

**Language Standards K–12**

STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
BENCHMARK / GRADE LEVEL INDICATOR	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

PROFICIENCY LEVEL	L.6.3.a.	Vary sentence patterns for meaning, reader/listener interest, and style.
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**DOMAIN / ACADEMIC CONTENT STANDARD**

**Language Standards K–12**

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	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.

BENCHMARK / GRADE LEVEL INDICATOR	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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## Ohio Learning Standards

## Language Arts

Grade 6 - Adopted: 2017

DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD

## College and Career Readiness Anchor Standards for Reading

STANDARD /  
BENCHMARK

## KEY IDEAS AND DETAILS

BENCHMARK /  
GRADE LEVEL  
INDICATOR

2.

Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.

DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD

## College and Career Readiness Anchor Standards for Reading

STANDARD /  
BENCHMARK

## CRAFT AND STRUCTURE

BENCHMARK /  
GRADE LEVEL  
INDICATOR

4.

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.

DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD

## College and Career Readiness Anchor Standards for Reading

STANDARD /  
BENCHMARK

## INTEGRATION OF KNOWLEDGE AND IDEAS

BENCHMARK /  
GRADE LEVEL  
INDICATOR

7.

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD

## College and Career Readiness Anchor Standards for Reading

STANDARD /  
BENCHMARK

## RANGE OF READING AND LEVEL OF TEXT COMPLEXITY

BENCHMARK /  
GRADE LEVEL  
INDICATOR

10.

Read, comprehend, and respond to complex literary and informational texts independently and proficiently.

DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD

## College and Career Readiness Anchor Standards for Writing

STANDARD /  
BENCHMARK

## TEXT TYPES AND PURPOSES

BENCHMARK / GRADE LEVEL INDICATOR	2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	

<b>STANDARD / BENCHMARK</b>		<b>PRODUCTION AND DISTRIBUTION OF WRITING</b>
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BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	

<b>STANDARD / BENCHMARK</b>		<b>RESEARCH TO BUILD AND PRESENT KNOWLEDGE</b>
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BENCHMARK / GRADE LEVEL INDICATOR	8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information, while avoiding plagiarism.
BENCHMARK / GRADE LEVEL INDICATOR	9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>	
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<b>STANDARD / BENCHMARK</b>		<b>COMPREHENSION AND COLLABORATION</b>
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BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
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<b>STANDARD / BENCHMARK</b>		<b>KNOWLEDGE OF LANGUAGE</b>
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BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**College and Career Readiness Anchor Standards for Language**

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
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BENCHMARK /  
GRADE LEVEL  
INDICATOR

4.

Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Reading Standards for Informational Text K–12**

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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BENCHMARK /  
GRADE LEVEL  
INDICATOR

RI.6.1.

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

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Reading Standards for Informational Text K–12**

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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BENCHMARK /  
GRADE LEVEL  
INDICATOR

RI.6.2.

Analyze informational text development.

PROFICIENCY  
LEVEL

RI.6.2.a.

Determine a central idea of a text and how it is conveyed through particular details.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Reading Standards for Informational Text K–12**

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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BENCHMARK /  
GRADE LEVEL  
INDICATOR

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).

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Reading Standards for Informational Text K–12**

STANDARD / BENCHMARK		CRAFT AND STRUCTURE
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BENCHMARK /  
GRADE LEVEL  
INDICATOR

RI.6.4.

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

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Reading Standards for Informational Text K–12**

<b>STANDARD / BENCHMARK</b>		<b>INTEGRATION OF KNOWLEDGE AND IDEAS</b>
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BENCHMARK /  
GRADE LEVEL  
INDICATOR

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.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Writing Standards K–12**

<b>STANDARD / BENCHMARK</b>		<b>TEXT TYPES AND PURPOSES</b>
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BENCHMARK /  
GRADE LEVEL  
INDICATOR

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.

PROFICIENCY  
LEVEL

W.6.2.a.

Establish a thesis statement to present information.

PROFICIENCY  
LEVEL

W.6.2.b.

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 to aid comprehension, if needed.

PROFICIENCY  
LEVEL

W.6.2.c.

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

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Writing Standards K–12**

<b>STANDARD / BENCHMARK</b>		<b>PRODUCTION AND DISTRIBUTION OF WRITING</b>
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BENCHMARK /  
GRADE LEVEL  
INDICATOR

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.)

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Writing Standards K–12**

<b>STANDARD / BENCHMARK</b>		<b>RESEARCH TO BUILD AND PRESENT KNOWLEDGE</b>
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BENCHMARK /  
GRADE LEVEL  
INDICATOR

W.6.7.

Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

BENCHMARK /  
GRADE LEVEL  
INDICATOR

W.6.8.

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

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Writing Standards K–12**

STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	W.6.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
PROFICIENCY LEVEL	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”).

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Speaking and Listening Standards K–12**

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	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.
PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Language Standards K–12**

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	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.
PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	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).

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Language Standards K–12**

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	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 17: Unit 6 Summarizing Multiple References, p. 143-148

**Ohio Learning Standards**

**Language Arts**

**Grade 6 - Adopted: 2017**

**DOMAIN / ACADEMIC CONTENT STANDARD** **College and Career Readiness Anchor Standards for Reading**

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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BENCHMARK / GRADE LEVEL INDICATOR	2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.
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**DOMAIN / ACADEMIC CONTENT STANDARD** **College and Career Readiness Anchor Standards for Reading**

STANDARD / BENCHMARK		CRAFT AND STRUCTURE
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BENCHMARK / GRADE LEVEL INDICATOR	4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.
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**DOMAIN / ACADEMIC CONTENT STANDARD** **College and Career Readiness Anchor Standards for Reading**

STANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
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BENCHMARK / GRADE LEVEL INDICATOR	7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
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**DOMAIN / ACADEMIC CONTENT STANDARD** **College and Career Readiness Anchor Standards for Reading**

STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
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BENCHMARK / GRADE LEVEL INDICATOR	10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.
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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**College and Career Readiness Anchor Standards for Writing**

<b>STANDARD / BENCHMARK</b>		<b>TEXT TYPES AND PURPOSES</b>
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BENCHMARK / GRADE LEVEL INDICATOR	2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**College and Career Readiness Anchor Standards for Writing**

<b>STANDARD / BENCHMARK</b>		<b>PRODUCTION AND DISTRIBUTION OF WRITING</b>
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BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**College and Career Readiness Anchor Standards for Writing**

<b>STANDARD / BENCHMARK</b>		<b>RESEARCH TO BUILD AND PRESENT KNOWLEDGE</b>
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BENCHMARK / GRADE LEVEL INDICATOR	8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information, while avoiding plagiarism.
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BENCHMARK / GRADE LEVEL INDICATOR	9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**College and Career Readiness Anchor Standards for Writing**

<b>STANDARD / BENCHMARK</b>		<b>RANGE OF WRITING</b>
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BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**College and Career Readiness Anchor Standards for Speaking and Listening**

<b>STANDARD / BENCHMARK</b>		<b>COMPREHENSION AND COLLABORATION</b>
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BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
<b>STANDARD / BENCHMARK</b>	<b>KNOWLEDGE OF LANGUAGE</b>	
BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
<b>STANDARD / BENCHMARK</b>	<b>VOCABULARY ACQUISITION AND USE</b>	
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>Reading Standards for Informational Text K–12</b>	
<b>STANDARD / BENCHMARK</b>	<b>KEY IDEAS AND DETAILS</b>	
BENCHMARK / GRADE LEVEL INDICATOR	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>Reading Standards for Informational Text K–12</b>	
<b>STANDARD / BENCHMARK</b>	<b>KEY IDEAS AND DETAILS</b>	
<b>BENCHMARK / GRADE LEVEL INDICATOR</b>	<b>RI.6.2.</b>	<b>Analyze informational text development.</b>
PROFICIENCY LEVEL	RI.6.2.a.	Determine a central idea of a text and how it is conveyed through particular details.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Reading Standards for Informational Text K–12**

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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BENCHMARK / GRADE LEVEL INDICATOR	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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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Reading Standards for Informational Text K–12**

STANDARD / BENCHMARK		CRAFT AND STRUCTURE
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BENCHMARK / GRADE LEVEL INDICATOR	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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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Reading Standards for Informational Text K–12**

STANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
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BENCHMARK / GRADE LEVEL INDICATOR	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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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Writing Standards K–12**

STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	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.

PROFICIENCY LEVEL	W.6.2.a.	Establish a thesis statement to present information.
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PROFICIENCY LEVEL	W.6.2.b.	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 to aid comprehension, if needed.
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PROFICIENCY LEVEL	W.6.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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PROFICIENCY LEVEL	W.6.2.d.	Use appropriate transitions to clarify the relationships among ideas and concepts.
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PROFICIENCY LEVEL	W.6.2.e.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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PROFICIENCY LEVEL	W.6.2.g.	Provide a concluding statement or section that follows from the information or explanation presented.
<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>Writing Standards K–12</b>	
<b>STANDARD / BENCHMARK</b>	<b>PRODUCTION AND DISTRIBUTION OF WRITING</b>	
BENCHMARK / GRADE LEVEL INDICATOR	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.)
BENCHMARK / GRADE LEVEL INDICATOR	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>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>Writing Standards K–12</b>	
<b>STANDARD / BENCHMARK</b>	<b>RESEARCH TO BUILD AND PRESENT KNOWLEDGE</b>	
BENCHMARK / GRADE LEVEL INDICATOR	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others, while avoiding plagiarism and providing basic bibliographic information for sources.
<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>Writing Standards K–12</b>	
<b>STANDARD / BENCHMARK</b>	<b>RESEARCH TO BUILD AND PRESENT KNOWLEDGE</b>	
BENCHMARK / GRADE LEVEL INDICATOR	W.6.9.	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
PROFICIENCY LEVEL	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>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>Writing Standards K–12</b>	
<b>STANDARD / BENCHMARK</b>	<b>RANGE OF WRITING</b>	
BENCHMARK / GRADE LEVEL INDICATOR	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.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Speaking and Listening Standards K–12**

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	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.
PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Language Standards K–12**

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PROFICIENCY LEVEL	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
PROFICIENCY LEVEL	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.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Language Standards K–12**

STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
BENCHMARK / GRADE LEVEL INDICATOR	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
PROFICIENCY LEVEL	L.6.3.a.	Vary sentence patterns for meaning, reader/listener interest, and style.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Language Standards K–12**

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
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<b>BENCHMARK / GRADE LEVEL INDICATOR</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>
PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	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 part of speech.
PROFICIENCY LEVEL	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).

**DOMAIN / ACADEMIC CONTENT STANDARD**

**Language Standards K–12**

<b>STANDARD / BENCHMARK</b>		<b>VOCABULARY ACQUISITION AND USE</b>
BENCHMARK / GRADE LEVEL INDICATOR	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

**Ohio Learning Standards**

**Language Arts**

**Grade 6 - Adopted: 2017**

**DOMAIN / ACADEMIC CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Reading**

<b>STANDARD / BENCHMARK</b>		<b>KEY IDEAS AND DETAILS</b>
BENCHMARK / GRADE LEVEL INDICATOR	2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.

**DOMAIN / ACADEMIC CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Reading**

<b>STANDARD / BENCHMARK</b>		<b>CRAFT AND STRUCTURE</b>
BENCHMARK / GRADE LEVEL INDICATOR	4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.

**DOMAIN / ACADEMIC CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Reading**

STANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>		<b>College and Career Readiness Anchor Standards for Reading</b>
STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
BENCHMARK / GRADE LEVEL INDICATOR	10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.
<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>		<b>College and Career Readiness Anchor Standards for Writing</b>
STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>		<b>College and Career Readiness Anchor Standards for Writing</b>
STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>		<b>College and Career Readiness Anchor Standards for Writing</b>
STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
BENCHMARK / GRADE LEVEL INDICATOR	8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information, while avoiding plagiarism.
BENCHMARK / GRADE LEVEL INDICATOR	9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**College and Career Readiness Anchor Standards for Speaking and Listening**

<b>STANDARD / BENCHMARK</b>		<b>COMPREHENSION AND COLLABORATION</b>
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BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**College and Career Readiness Anchor Standards for Language**

<b>STANDARD / BENCHMARK</b>		<b>KNOWLEDGE OF LANGUAGE</b>
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BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**College and Career Readiness Anchor Standards for Language**

<b>STANDARD / BENCHMARK</b>		<b>VOCABULARY ACQUISITION AND USE</b>
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BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Reading Standards for Informational Text K–12**

<b>STANDARD / BENCHMARK</b>		<b>KEY IDEAS AND DETAILS</b>
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BENCHMARK / GRADE LEVEL INDICATOR	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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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Reading Standards for Informational Text K–12**

<b>STANDARD / BENCHMARK</b>		<b>KEY IDEAS AND DETAILS</b>
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BENCHMARK / GRADE LEVEL INDICATOR	RI.6.2.	Analyze informational text development.
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PROFICIENCY LEVEL	RI.6.2.a.	Determine a central idea of a text and how it is conveyed through particular details.
<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>Reading Standards for Informational Text K–12</b>	
<b>STANDARD / BENCHMARK</b>	<b>KEY IDEAS AND DETAILS</b>	
BENCHMARK / GRADE LEVEL INDICATOR	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>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>Reading Standards for Informational Text K–12</b>	
<b>STANDARD / BENCHMARK</b>	<b>CRAFT AND STRUCTURE</b>	
BENCHMARK / GRADE LEVEL INDICATOR	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>Reading Standards for Informational Text K–12</b>	
<b>STANDARD / BENCHMARK</b>	<b>INTEGRATION OF KNOWLEDGE AND IDEAS</b>	
BENCHMARK / GRADE LEVEL INDICATOR	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>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>Writing Standards K–12</b>	
<b>STANDARD / BENCHMARK</b>	<b>TEXT TYPES AND PURPOSES</b>	
<b>BENCHMARK / GRADE LEVEL INDICATOR</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>
PROFICIENCY LEVEL	W.6.2.a.	Establish a thesis statement to present information.
PROFICIENCY LEVEL	W.6.2.b.	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 to aid comprehension, if needed.
PROFICIENCY LEVEL	W.6.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Writing Standards K–12**

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
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BENCHMARK / GRADE LEVEL INDICATOR	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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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Writing Standards K–12**

STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
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BENCHMARK / GRADE LEVEL INDICATOR	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
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BENCHMARK / GRADE LEVEL INDICATOR	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others, while avoiding plagiarism and providing basic bibliographic information for sources.
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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Speaking and Listening Standards K–12**

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
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BENCHMARK / GRADE LEVEL INDICATOR	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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PROFICIENCY LEVEL	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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PROFICIENCY LEVEL	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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PROFICIENCY LEVEL	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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PROFICIENCY LEVEL	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Language Standards K–12**

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
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<b>BENCHMARK / GRADE LEVEL INDICATOR</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>
PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	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).

**DOMAIN / ACADEMIC CONTENT STANDARD**

**Language Standards K–12**

<b>STANDARD / BENCHMARK</b>		<b>VOCABULARY ACQUISITION AND USE</b>
BENCHMARK / GRADE LEVEL INDICATOR	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

**Ohio Learning Standards**

**Language Arts**

**Grade 6 - Adopted: 2017**

**DOMAIN / ACADEMIC CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Reading**

<b>STANDARD / BENCHMARK</b>		<b>KEY IDEAS AND DETAILS</b>
BENCHMARK / GRADE LEVEL INDICATOR	2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.

**DOMAIN / ACADEMIC CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Reading**

<b>STANDARD / BENCHMARK</b>		<b>CRAFT AND STRUCTURE</b>
BENCHMARK / GRADE LEVEL INDICATOR	4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.

**DOMAIN / ACADEMIC CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Reading**

<b>STANDARD / BENCHMARK</b>		<b>INTEGRATION OF KNOWLEDGE AND IDEAS</b>
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BENCHMARK / GRADE LEVEL INDICATOR	7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**College and Career Readiness Anchor Standards for Reading**

<b>STANDARD / BENCHMARK</b>		<b>RANGE OF READING AND LEVEL OF TEXT COMPLEXITY</b>
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BENCHMARK / GRADE LEVEL INDICATOR	10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.
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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**College and Career Readiness Anchor Standards for Writing**

<b>STANDARD / BENCHMARK</b>		<b>TEXT TYPES AND PURPOSES</b>
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BENCHMARK / GRADE LEVEL INDICATOR	2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**College and Career Readiness Anchor Standards for Writing**

<b>STANDARD / BENCHMARK</b>		<b>PRODUCTION AND DISTRIBUTION OF WRITING</b>
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BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**College and Career Readiness Anchor Standards for Writing**

<b>STANDARD / BENCHMARK</b>		<b>RESEARCH TO BUILD AND PRESENT KNOWLEDGE</b>
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BENCHMARK / GRADE LEVEL INDICATOR	8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information, while avoiding plagiarism.
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BENCHMARK / GRADE LEVEL INDICATOR	9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**College and Career Readiness Anchor Standards for Writing**

<b>STANDARD / BENCHMARK</b>		<b>RANGE OF WRITING</b>
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BENCHMARK /  
GRADE LEVEL  
INDICATOR

10.

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**College and Career Readiness Anchor Standards for Speaking and Listening**

<b>STANDARD / BENCHMARK</b>		<b>COMPREHENSION AND COLLABORATION</b>
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BENCHMARK /  
GRADE LEVEL  
INDICATOR

1.

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

BENCHMARK /  
GRADE LEVEL  
INDICATOR

2.

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**College and Career Readiness Anchor Standards for Language**

<b>STANDARD / BENCHMARK</b>		<b>KNOWLEDGE OF LANGUAGE</b>
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BENCHMARK /  
GRADE LEVEL  
INDICATOR

3.

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**College and Career Readiness Anchor Standards for Language**

<b>STANDARD / BENCHMARK</b>		<b>VOCABULARY ACQUISITION AND USE</b>
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BENCHMARK /  
GRADE LEVEL  
INDICATOR

4.

Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

BENCHMARK /  
GRADE LEVEL  
INDICATOR

6.

Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Reading Standards for Informational Text K–12**

<b>STANDARD / BENCHMARK</b>		<b>KEY IDEAS AND DETAILS</b>
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BENCHMARK / GRADE LEVEL INDICATOR	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>		
<b>Reading Standards for Informational Text K–12</b>		
<b>STANDARD / BENCHMARK</b>		<b>KEY IDEAS AND DETAILS</b>
BENCHMARK / GRADE LEVEL INDICATOR	RI.6.2.	Analyze informational text development.
PROFICIENCY LEVEL	RI.6.2.a.	Determine a central idea of a text and how it is conveyed through particular details.
<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>		
<b>Reading Standards for Informational Text K–12</b>		
<b>STANDARD / BENCHMARK</b>		<b>KEY IDEAS AND DETAILS</b>
BENCHMARK / GRADE LEVEL INDICATOR	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>DOMAIN / ACADEMIC CONTENT STANDARD</b>		
<b>Reading Standards for Informational Text K–12</b>		
<b>STANDARD / BENCHMARK</b>		<b>CRAFT AND STRUCTURE</b>
BENCHMARK / GRADE LEVEL INDICATOR	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>		
<b>Reading Standards for Informational Text K–12</b>		
<b>STANDARD / BENCHMARK</b>		<b>INTEGRATION OF KNOWLEDGE AND IDEAS</b>
BENCHMARK / GRADE LEVEL INDICATOR	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>DOMAIN / ACADEMIC CONTENT STANDARD</b>		
<b>Writing Standards K–12</b>		
<b>STANDARD / BENCHMARK</b>		<b>TEXT TYPES AND PURPOSES</b>
BENCHMARK / GRADE LEVEL INDICATOR	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.

PROFICIENCY LEVEL	W.6.2.a.	Establish a thesis statement to present information.
PROFICIENCY LEVEL	W.6.2.b.	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 to aid comprehension, if needed.
PROFICIENCY LEVEL	W.6.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
PROFICIENCY LEVEL	W.6.2.d.	Use appropriate transitions to clarify the relationships among ideas and concepts.
PROFICIENCY LEVEL	W.6.2.e.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PROFICIENCY LEVEL	W.6.2.g.	Provide a concluding statement or section that follows from the information or explanation presented.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Writing Standards K–12**

<b>STANDARD / BENCHMARK</b>		<b>PRODUCTION AND DISTRIBUTION OF WRITING</b>
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BENCHMARK / GRADE LEVEL INDICATOR	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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BENCHMARK / GRADE LEVEL INDICATOR	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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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Writing Standards K–12**

<b>STANDARD / BENCHMARK</b>		<b>RESEARCH TO BUILD AND PRESENT KNOWLEDGE</b>
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BENCHMARK / GRADE LEVEL INDICATOR	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
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BENCHMARK / GRADE LEVEL INDICATOR	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others, while avoiding plagiarism and providing basic bibliographic information for sources.
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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Writing Standards K–12**

<b>STANDARD / BENCHMARK</b>		<b>RESEARCH TO BUILD AND PRESENT KNOWLEDGE</b>
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<b>BENCHMARK / GRADE LEVEL INDICATOR</b>	<b>W.6.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
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PROFICIENCY LEVEL	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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**DOMAIN / ACADEMIC CONTENT STANDARD**

**Writing Standards K–12**

<b>STANDARD / BENCHMARK</b>		<b>RANGE OF WRITING</b>
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BENCHMARK / GRADE LEVEL INDICATOR	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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**DOMAIN / ACADEMIC CONTENT STANDARD**

**Speaking and Listening Standards K–12**

<b>STANDARD / BENCHMARK</b>		<b>COMPREHENSION AND COLLABORATION</b>
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<b>BENCHMARK / GRADE LEVEL INDICATOR</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>
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PROFICIENCY LEVEL	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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PROFICIENCY LEVEL	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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PROFICIENCY LEVEL	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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PROFICIENCY LEVEL	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
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**DOMAIN / ACADEMIC CONTENT STANDARD**

**Language Standards K–12**

<b>STANDARD / BENCHMARK</b>		<b>CONVENTIONS OF STANDARD ENGLISH</b>
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<b>BENCHMARK / GRADE LEVEL INDICATOR</b>	<b>L.6.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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PROFICIENCY LEVEL	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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PROFICIENCY LEVEL	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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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Language Standards K–12**

STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
BENCHMARK / GRADE LEVEL INDICATOR	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
PROFICIENCY LEVEL	L.6.3.a.	Vary sentence patterns for meaning, reader/listener interest, and style.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Language Standards K–12**

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	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.
PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	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).

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Language Standards K–12**

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	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 20: Unit 7 Inventive Writing, p. 173-180

**Ohio Learning Standards**

**Language Arts**

Grade 6 - Adopted: 2017

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**College and Career Readiness Anchor Standards for Writing**

STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**College and Career Readiness Anchor Standards for Writing**

<b>STANDARD / BENCHMARK</b>		<b>PRODUCTION AND DISTRIBUTION OF WRITING</b>
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**College and Career Readiness Anchor Standards for Writing**

<b>STANDARD / BENCHMARK</b>		<b>RANGE OF WRITING</b>
BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**College and Career Readiness Anchor Standards for Speaking and Listening**

<b>STANDARD / BENCHMARK</b>		<b>COMPREHENSION AND COLLABORATION</b>
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**College and Career Readiness Anchor Standards for Language**

<b>STANDARD / BENCHMARK</b>		<b>VOCABULARY ACQUISITION AND USE</b>
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Writing Standards K–12**

<b>STANDARD / BENCHMARK</b>		<b>TEXT TYPES AND PURPOSES</b>
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<b>BENCHMARK / GRADE LEVEL INDICATOR</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>
PROFICIENCY LEVEL	W.6.2.a.	Establish a thesis statement to present information.
PROFICIENCY LEVEL	W.6.2.b.	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 to aid comprehension, if needed.
PROFICIENCY LEVEL	W.6.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
PROFICIENCY LEVEL	W.6.2.d.	Use appropriate transitions to clarify the relationships among ideas and concepts.
PROFICIENCY LEVEL	W.6.2.e.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PROFICIENCY LEVEL	W.6.2.g.	Provide a concluding statement or section that follows from the information or explanation presented.

**DOMAIN / ACADEMIC CONTENT STANDARD**

**Writing Standards K–12**

<b>STANDARD / BENCHMARK</b>		<b>PRODUCTION AND DISTRIBUTION OF WRITING</b>
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BENCHMARK / GRADE LEVEL INDICATOR	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.)
BENCHMARK / GRADE LEVEL INDICATOR	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.)

**DOMAIN / ACADEMIC CONTENT STANDARD**

**Writing Standards K–12**

<b>STANDARD / BENCHMARK</b>		<b>RANGE OF WRITING</b>
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BENCHMARK / GRADE LEVEL INDICATOR	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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**DOMAIN / ACADEMIC CONTENT STANDARD**

**Speaking and Listening Standards K–12**

<b>STANDARD / BENCHMARK</b>		<b>COMPREHENSION AND COLLABORATION</b>
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BENCHMARK / GRADE LEVEL INDICATOR	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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PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Language Standards K–12**

<b>STANDARD / BENCHMARK</b>		<b>CONVENTIONS OF STANDARD ENGLISH</b>
<b>BENCHMARK / GRADE LEVEL INDICATOR</b>	<b>L.6.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
PROFICIENCY LEVEL	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
PROFICIENCY LEVEL	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.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Language Standards K–12**

<b>STANDARD / BENCHMARK</b>		<b>KNOWLEDGE OF LANGUAGE</b>
<b>BENCHMARK / GRADE LEVEL INDICATOR</b>	<b>L.6.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
PROFICIENCY LEVEL	L.6.3.a.	Vary sentence patterns for meaning, reader/listener interest, and style.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Language Standards K–12**

<b>STANDARD / BENCHMARK</b>		<b>VOCABULARY ACQUISITION AND USE</b>
<b>BENCHMARK / GRADE LEVEL INDICATOR</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 21: Unit 7 Inventive Writing, p. 181-190

## Language Arts

Grade 6 - Adopted: 2017

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**College and Career Readiness Anchor Standards for Writing**

STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
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BENCHMARK / GRADE LEVEL INDICATOR	2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**College and Career Readiness Anchor Standards for Writing**

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
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BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**College and Career Readiness Anchor Standards for Writing**

STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
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BENCHMARK / GRADE LEVEL INDICATOR	9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**College and Career Readiness Anchor Standards for Writing**

STANDARD / BENCHMARK		RANGE OF WRITING
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BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**College and Career Readiness Anchor Standards for Speaking and Listening**

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
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BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Language</b>	

<b>STANDARD / BENCHMARK</b>		<b>VOCABULARY ACQUISITION AND USE</b>
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BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain- specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>Writing Standards K–12</b>	
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<b>STANDARD / BENCHMARK</b>		<b>TEXT TYPES AND PURPOSES</b>
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<b>BENCHMARK / GRADE LEVEL INDICATOR</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>
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PROFICIENCY LEVEL	W.6.2.a.	Establish a thesis statement to present information.
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PROFICIENCY LEVEL	W.6.2.b.	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 to aid comprehension, if needed.
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PROFICIENCY LEVEL	W.6.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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PROFICIENCY LEVEL	W.6.2.d.	Use appropriate transitions to clarify the relationships among ideas and concepts.
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PROFICIENCY LEVEL	W.6.2.e.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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PROFICIENCY LEVEL	W.6.2.g.	Provide a concluding statement or section that follows from the information or explanation presented.
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<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>Writing Standards K–12</b>	
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<b>STANDARD / BENCHMARK</b>		<b>PRODUCTION AND DISTRIBUTION OF WRITING</b>
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BENCHMARK / GRADE LEVEL INDICATOR	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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BENCHMARK / GRADE LEVEL INDICATOR	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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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Writing Standards K–12**

STANDARD / BENCHMARK		<b>RESEARCH TO BUILD AND PRESENT KNOWLEDGE</b>
BENCHMARK / GRADE LEVEL INDICATOR	W.6.9.	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>

PROFICIENCY LEVEL	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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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Writing Standards K–12**

STANDARD / BENCHMARK		<b>RANGE OF WRITING</b>
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BENCHMARK / GRADE LEVEL INDICATOR	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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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Speaking and Listening Standards K–12**

STANDARD / BENCHMARK		<b>COMPREHENSION AND COLLABORATION</b>
BENCHMARK / GRADE LEVEL INDICATOR	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>

PROFICIENCY LEVEL	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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PROFICIENCY LEVEL	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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PROFICIENCY LEVEL	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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PROFICIENCY LEVEL	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Language Standards K–12**

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PROFICIENCY LEVEL	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
PROFICIENCY LEVEL	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.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Language Standards K–12**

STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
BENCHMARK / GRADE LEVEL INDICATOR	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
PROFICIENCY LEVEL	L.6.3.a.	Vary sentence patterns for meaning, reader/listener interest, and style.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Language Standards K–12**

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	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 22: Unit 7 Inventive Writing, p. 191-198

**Ohio Learning Standards**

**Language Arts**

Grade 6 - Adopted: 2017

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**College and Career Readiness Anchor Standards for Writing**

STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**College and Career Readiness Anchor Standards for Writing**

<b>STANDARD / BENCHMARK</b>		<b>PRODUCTION AND DISTRIBUTION OF WRITING</b>
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BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**College and Career Readiness Anchor Standards for Writing**

<b>STANDARD / BENCHMARK</b>		<b>RESEARCH TO BUILD AND PRESENT KNOWLEDGE</b>
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BENCHMARK / GRADE LEVEL INDICATOR	9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**College and Career Readiness Anchor Standards for Writing**

<b>STANDARD / BENCHMARK</b>		<b>RANGE OF WRITING</b>
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BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**College and Career Readiness Anchor Standards for Speaking and Listening**

<b>STANDARD / BENCHMARK</b>		<b>COMPREHENSION AND COLLABORATION</b>
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BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**College and Career Readiness Anchor Standards for Language**

<b>STANDARD / BENCHMARK</b>		<b>VOCABULARY ACQUISITION AND USE</b>
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BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain- specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Writing Standards K–12**

<b>STANDARD / BENCHMARK</b>		<b>TEXT TYPES AND PURPOSES</b>
<b>BENCHMARK / GRADE LEVEL INDICATOR</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>

PROFICIENCY LEVEL	W.6.2.a.	Establish a thesis statement to present information.
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PROFICIENCY LEVEL	W.6.2.b.	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 to aid comprehension, if needed.
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PROFICIENCY LEVEL	W.6.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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PROFICIENCY LEVEL	W.6.2.d.	Use appropriate transitions to clarify the relationships among ideas and concepts.
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PROFICIENCY LEVEL	W.6.2.e.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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PROFICIENCY LEVEL	W.6.2.g.	Provide a concluding statement or section that follows from the information or explanation presented.
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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Writing Standards K–12**

<b>STANDARD / BENCHMARK</b>		<b>PRODUCTION AND DISTRIBUTION OF WRITING</b>
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BENCHMARK / GRADE LEVEL INDICATOR	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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BENCHMARK / GRADE LEVEL INDICATOR	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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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Writing Standards K–12**

<b>STANDARD / BENCHMARK</b>		<b>RESEARCH TO BUILD AND PRESENT KNOWLEDGE</b>
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<b>BENCHMARK / GRADE LEVEL INDICATOR</b>	<b>W.6.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
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PROFICIENCY LEVEL

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”).

**DOMAIN / ACADEMIC CONTENT STANDARD**

**Writing Standards K–12**

<b>STANDARD / BENCHMARK</b>		<b>RANGE OF WRITING</b>
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BENCHMARK / GRADE LEVEL INDICATOR

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.

**DOMAIN / ACADEMIC CONTENT STANDARD**

**Speaking and Listening Standards K–12**

<b>STANDARD / BENCHMARK</b>		<b>COMPREHENSION AND COLLABORATION</b>
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**BENCHMARK / GRADE LEVEL INDICATOR**

**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.**

PROFICIENCY LEVEL

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.

PROFICIENCY LEVEL

SL.6.1.b.

Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

PROFICIENCY LEVEL

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.

PROFICIENCY LEVEL

SL.6.1.d.

Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

**DOMAIN / ACADEMIC CONTENT STANDARD**

**Language Standards K–12**

<b>STANDARD / BENCHMARK</b>		<b>CONVENTIONS OF STANDARD ENGLISH</b>
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**BENCHMARK / GRADE LEVEL INDICATOR**

**L.6.1.**

**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

PROFICIENCY LEVEL

L.6.1.d.

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

PROFICIENCY LEVEL

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.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Language Standards K–12**

STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
BENCHMARK / GRADE LEVEL INDICATOR	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
PROFICIENCY LEVEL	L.6.3.a.	Vary sentence patterns for meaning, reader/listener interest, and style.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Language Standards K–12**

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	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 23: Unit 7 Inventive Writing, p. 199-204

**Ohio Learning Standards**

**Language Arts**

Grade 6 - Adopted: 2017

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**College and Career Readiness Anchor Standards for Writing**

STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**College and Career Readiness Anchor Standards for Writing**

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**College and Career Readiness Anchor Standards for Writing**

<b>STANDARD / BENCHMARK</b>		<b>RESEARCH TO BUILD AND PRESENT KNOWLEDGE</b>
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BENCHMARK / GRADE LEVEL INDICATOR	9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**College and Career Readiness Anchor Standards for Writing**

<b>STANDARD / BENCHMARK</b>		<b>RANGE OF WRITING</b>
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BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**College and Career Readiness Anchor Standards for Speaking and Listening**

<b>STANDARD / BENCHMARK</b>		<b>COMPREHENSION AND COLLABORATION</b>
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BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**College and Career Readiness Anchor Standards for Language**

<b>STANDARD / BENCHMARK</b>		<b>VOCABULARY ACQUISITION AND USE</b>
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BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Writing Standards K–12**

<b>STANDARD / BENCHMARK</b>		<b>TEXT TYPES AND PURPOSES</b>
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BENCHMARK / GRADE LEVEL INDICATOR	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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PROFICIENCY LEVEL	W.6.2.a.	Establish a thesis statement to present information.
PROFICIENCY LEVEL	W.6.2.b.	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 to aid comprehension, if needed.
PROFICIENCY LEVEL	W.6.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
PROFICIENCY LEVEL	W.6.2.d.	Use appropriate transitions to clarify the relationships among ideas and concepts.
PROFICIENCY LEVEL	W.6.2.e.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PROFICIENCY LEVEL	W.6.2.g.	Provide a concluding statement or section that follows from the information or explanation presented.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Writing Standards K–12**

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	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.)
BENCHMARK / GRADE LEVEL INDICATOR	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.)

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Writing Standards K–12**

STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	W.6.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

PROFICIENCY LEVEL

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”).

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Writing Standards K–12**

STANDARD / BENCHMARK		RANGE OF WRITING
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BENCHMARK / GRADE LEVEL INDICATOR	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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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Speaking and Listening Standards K–12**

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	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.
PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Language Standards K–12**

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PROFICIENCY LEVEL	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
PROFICIENCY LEVEL	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.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Language Standards K–12**

STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
BENCHMARK / GRADE LEVEL INDICATOR	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
PROFICIENCY LEVEL	L.6.3.a.	Vary sentence patterns for meaning, reader/listener interest, and style.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Language Standards K–12**

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
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BENCHMARK / GRADE LEVEL INDICATOR	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

**Ohio Learning Standards**

**Language Arts**

**Grade 6 - Adopted: 2017**

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**College and Career Readiness Anchor Standards for Reading**

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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BENCHMARK / GRADE LEVEL INDICATOR	2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.
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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**College and Career Readiness Anchor Standards for Reading**

STANDARD / BENCHMARK		CRAFT AND STRUCTURE
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BENCHMARK / GRADE LEVEL INDICATOR	4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.
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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**College and Career Readiness Anchor Standards for Reading**

STANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
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BENCHMARK / GRADE LEVEL INDICATOR	7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**College and Career Readiness Anchor Standards for Reading**

STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
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BENCHMARK / GRADE LEVEL INDICATOR	10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.
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**DOMAIN / ACADEMIC CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Writing**

<b>STANDARD / BENCHMARK</b>		<b>TEXT TYPES AND PURPOSES</b>
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BENCHMARK / GRADE LEVEL INDICATOR	2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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**DOMAIN / ACADEMIC CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Writing**

<b>STANDARD / BENCHMARK</b>		<b>PRODUCTION AND DISTRIBUTION OF WRITING</b>
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BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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**DOMAIN / ACADEMIC CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Writing**

<b>STANDARD / BENCHMARK</b>		<b>RANGE OF WRITING</b>
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BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**DOMAIN / ACADEMIC CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Speaking and Listening**

<b>STANDARD / BENCHMARK</b>		<b>COMPREHENSION AND COLLABORATION</b>
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BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**College and Career Readiness Anchor Standards for Language**

STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
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BENCHMARK /  
GRADE LEVEL  
INDICATOR

3.

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**College and Career Readiness Anchor Standards for Language**

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
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BENCHMARK /  
GRADE LEVEL  
INDICATOR

4.

Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

BENCHMARK /  
GRADE LEVEL  
INDICATOR

6.

Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Reading Standards for Informational Text K–12**

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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BENCHMARK /  
GRADE LEVEL  
INDICATOR

RI.6.1.

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

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Reading Standards for Informational Text K–12**

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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BENCHMARK /  
GRADE LEVEL  
INDICATOR

RI.6.2.

Analyze informational text development.

PROFICIENCY  
LEVEL

RI.6.2.a.

Determine a central idea of a text and how it is conveyed through particular details.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Reading Standards for Informational Text K–12**

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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BENCHMARK / GRADE LEVEL INDICATOR	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>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>Reading Standards for Informational Text K–12</b>	
<b>STANDARD / BENCHMARK</b>		<b>CRAFT AND STRUCTURE</b>
BENCHMARK / GRADE LEVEL INDICATOR	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>Reading Standards for Informational Text K–12</b>	
<b>STANDARD / BENCHMARK</b>		<b>INTEGRATION OF KNOWLEDGE AND IDEAS</b>
BENCHMARK / GRADE LEVEL INDICATOR	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>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>Writing Standards K–12</b>	
<b>STANDARD / BENCHMARK</b>		<b>TEXT TYPES AND PURPOSES</b>
<b>BENCHMARK / GRADE LEVEL INDICATOR</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>
PROFICIENCY LEVEL	W.6.2.a.	Establish a thesis statement to present information.
PROFICIENCY LEVEL	W.6.2.b.	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 to aid comprehension, if needed.
PROFICIENCY LEVEL	W.6.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
PROFICIENCY LEVEL	W.6.2.d.	Use appropriate transitions to clarify the relationships among ideas and concepts.
PROFICIENCY LEVEL	W.6.2.e.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PROFICIENCY LEVEL	W.6.2.g.	Provide a concluding statement or section that follows from the information or explanation presented.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Writing Standards K–12**

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	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.)
BENCHMARK / GRADE LEVEL INDICATOR	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.)

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Writing Standards K–12**

STANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	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.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Speaking and Listening Standards K–12**

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	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.
PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Language Standards K–12**

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
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<b>BENCHMARK / GRADE LEVEL INDICATOR</b>	<b>L.6.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
PROFICIENCY LEVEL	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

PROFICIENCY LEVEL	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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**DOMAIN / ACADEMIC CONTENT STANDARD**

**Language Standards K–12**

<b>STANDARD / BENCHMARK</b>		<b>KNOWLEDGE OF LANGUAGE</b>
<b>BENCHMARK / GRADE LEVEL INDICATOR</b>	<b>L.6.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

PROFICIENCY LEVEL	L.6.3.a.	Vary sentence patterns for meaning, reader/listener interest, and style.
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**DOMAIN / ACADEMIC CONTENT STANDARD**

**Language Standards K–12**

<b>STANDARD / BENCHMARK</b>		<b>VOCABULARY ACQUISITION AND USE</b>
<b>BENCHMARK / GRADE LEVEL INDICATOR</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>

PROFICIENCY LEVEL	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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PROFICIENCY LEVEL	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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**DOMAIN / ACADEMIC CONTENT STANDARD**

**Language Standards K–12**

<b>STANDARD / BENCHMARK</b>		<b>VOCABULARY ACQUISITION AND USE</b>
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BENCHMARK / GRADE LEVEL INDICATOR	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 25: Unit 8 Formal Essay Models, p. 215-224

**Ohio Learning Standards**

**Language Arts**

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**College and Career Readiness Anchor Standards for Reading**

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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BENCHMARK / GRADE LEVEL INDICATOR	2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.
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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**College and Career Readiness Anchor Standards for Reading**

STANDARD / BENCHMARK		CRAFT AND STRUCTURE
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BENCHMARK / GRADE LEVEL INDICATOR	4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.
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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**College and Career Readiness Anchor Standards for Reading**

STANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
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BENCHMARK / GRADE LEVEL INDICATOR	7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**College and Career Readiness Anchor Standards for Reading**

STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
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BENCHMARK / GRADE LEVEL INDICATOR	10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.
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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**College and Career Readiness Anchor Standards for Writing**

STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
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BENCHMARK / GRADE LEVEL INDICATOR	2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**College and Career Readiness Anchor Standards for Writing**

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**DOMAIN / ACADEMIC CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Writing**

STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
BENCHMARK / GRADE LEVEL INDICATOR	8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information, while avoiding plagiarism.
BENCHMARK / GRADE LEVEL INDICATOR	9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

**DOMAIN / ACADEMIC CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Writing**

STANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**DOMAIN / ACADEMIC CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Speaking and Listening**

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**College and Career Readiness Anchor Standards for Language**

<b>STANDARD / BENCHMARK</b>		<b>KNOWLEDGE OF LANGUAGE</b>
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BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**College and Career Readiness Anchor Standards for Language**

<b>STANDARD / BENCHMARK</b>		<b>VOCABULARY ACQUISITION AND USE</b>
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BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Reading Standards for Informational Text K–12**

<b>STANDARD / BENCHMARK</b>		<b>KEY IDEAS AND DETAILS</b>
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BENCHMARK / GRADE LEVEL INDICATOR	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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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Reading Standards for Informational Text K–12**

<b>STANDARD / BENCHMARK</b>		<b>KEY IDEAS AND DETAILS</b>
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BENCHMARK / GRADE LEVEL INDICATOR	RI.6.2.	Analyze informational text development.
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PROFICIENCY LEVEL	RI.6.2.a.	Determine a central idea of a text and how it is conveyed through particular details.
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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Reading Standards for Informational Text K–12**

<b>STANDARD / BENCHMARK</b>		<b>KEY IDEAS AND DETAILS</b>
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BENCHMARK / GRADE LEVEL INDICATOR	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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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Reading Standards for Informational Text K–12**

STANDARD / BENCHMARK		CRAFT AND STRUCTURE
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BENCHMARK /  
GRADE LEVEL  
INDICATOR

RI.6.4.

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

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Reading Standards for Informational Text K–12**

STANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
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BENCHMARK /  
GRADE LEVEL  
INDICATOR

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.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Writing Standards K–12**

STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
----------------------	--	-------------------------

BENCHMARK /  
GRADE LEVEL  
INDICATOR

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.

PROFICIENCY  
LEVEL

W.6.2.a.

Establish a thesis statement to present information.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Writing Standards K–12**

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
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BENCHMARK /  
GRADE LEVEL  
INDICATOR

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.)

BENCHMARK /  
GRADE LEVEL  
INDICATOR

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.)

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Writing Standards K–12**

STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
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BENCHMARK / GRADE LEVEL INDICATOR	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
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BENCHMARK / GRADE LEVEL INDICATOR	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others, while avoiding plagiarism and providing basic bibliographic information for sources.
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**DOMAIN / ACADEMIC CONTENT STANDARD** **Writing Standards K–12**

STANDARD / BENCHMARK		RANGE OF WRITING
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BENCHMARK / GRADE LEVEL INDICATOR	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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**DOMAIN / ACADEMIC CONTENT STANDARD** **Speaking and Listening Standards K–12**

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
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BENCHMARK / GRADE LEVEL INDICATOR	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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PROFICIENCY LEVEL	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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PROFICIENCY LEVEL	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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PROFICIENCY LEVEL	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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PROFICIENCY LEVEL	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
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**DOMAIN / ACADEMIC CONTENT STANDARD** **Language Standards K–12**

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
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BENCHMARK / GRADE LEVEL INDICATOR	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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PROFICIENCY LEVEL	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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PROFICIENCY LEVEL	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>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>Language Standards K–12</b>	
<b>STANDARD / BENCHMARK</b>	<b>VOCABULARY ACQUISITION AND USE</b>	
BENCHMARK / GRADE LEVEL INDICATOR	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 26: Unit 8 Formal Essay Models, p. 225-230

**Ohio Learning Standards**

**Language Arts**

**Grade 6 - Adopted: 2017**

<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>STANDARD / BENCHMARK</b>	<b>TEXT TYPES AND PURPOSES</b>	
BENCHMARK / GRADE LEVEL INDICATOR	2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>STANDARD / BENCHMARK</b>	<b>PRODUCTION AND DISTRIBUTION OF WRITING</b>	
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>STANDARD / BENCHMARK</b>	<b>RANGE OF WRITING</b>	
BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**College and Career Readiness Anchor Standards for Speaking and Listening**

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
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BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**College and Career Readiness Anchor Standards for Language**

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
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BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Writing Standards K–12**

STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
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BENCHMARK / GRADE LEVEL INDICATOR	W.6.2.	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
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PROFICIENCY LEVEL	W.6.2.a.	Establish a thesis statement to present information.
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PROFICIENCY LEVEL	W.6.2.b.	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 to aid comprehension, if needed.
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PROFICIENCY LEVEL	W.6.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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PROFICIENCY LEVEL	W.6.2.d.	Use appropriate transitions to clarify the relationships among ideas and concepts.
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PROFICIENCY LEVEL	W.6.2.e.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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PROFICIENCY LEVEL	W.6.2.g.	Provide a concluding statement or section that follows from the information or explanation presented.
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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Writing Standards K–12**

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
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BENCHMARK / GRADE LEVEL INDICATOR	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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BENCHMARK / GRADE LEVEL INDICATOR	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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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Writing Standards K–12**

STANDARD / BENCHMARK		RANGE OF WRITING
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BENCHMARK / GRADE LEVEL INDICATOR	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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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Speaking and Listening Standards K–12**

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
----------------------	--	---------------------------------

BENCHMARK / GRADE LEVEL INDICATOR	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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PROFICIENCY LEVEL	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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PROFICIENCY LEVEL	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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PROFICIENCY LEVEL	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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PROFICIENCY LEVEL	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Language Standards K–12**

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
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<b>BENCHMARK / GRADE LEVEL INDICATOR</b>	<b>L.6.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
PROFICIENCY LEVEL	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

PROFICIENCY LEVEL	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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**DOMAIN / ACADEMIC CONTENT STANDARD**

**Language Standards K-12**

<b>STANDARD / BENCHMARK</b>		<b>KNOWLEDGE OF LANGUAGE</b>
<b>BENCHMARK / GRADE LEVEL INDICATOR</b>	<b>L.6.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

PROFICIENCY LEVEL	L.6.3.a.	Vary sentence patterns for meaning, reader/listener interest, and style.
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**DOMAIN / ACADEMIC CONTENT STANDARD**

**Language Standards K-12**

<b>STANDARD / BENCHMARK</b>		<b>VOCABULARY ACQUISITION AND USE</b>
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BENCHMARK / GRADE LEVEL INDICATOR	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

**Ohio Learning Standards**

**Language Arts**

**Grade 6 - Adopted: 2017**

**DOMAIN / ACADEMIC CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Reading**

<b>STANDARD / BENCHMARK</b>		<b>KEY IDEAS AND DETAILS</b>
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BENCHMARK / GRADE LEVEL INDICATOR	2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.
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BENCHMARK / GRADE LEVEL INDICATOR	3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**College and Career Readiness Anchor Standards for Reading**

<b>STANDARD / BENCHMARK</b>		<b>CRAFT AND STRUCTURE</b>
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BENCHMARK /  
GRADE LEVEL  
INDICATOR

4.

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**College and Career Readiness Anchor Standards for Reading**

<b>STANDARD / BENCHMARK</b>		<b>INTEGRATION OF KNOWLEDGE AND IDEAS</b>
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BENCHMARK /  
GRADE LEVEL  
INDICATOR

7.

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**College and Career Readiness Anchor Standards for Reading**

<b>STANDARD / BENCHMARK</b>		<b>RANGE OF READING AND LEVEL OF TEXT COMPLEXITY</b>
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BENCHMARK /  
GRADE LEVEL  
INDICATOR

10.

Read, comprehend, and respond to complex literary and informational texts independently and proficiently.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**College and Career Readiness Anchor Standards for Writing**

<b>STANDARD / BENCHMARK</b>		<b>TEXT TYPES AND PURPOSES</b>
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BENCHMARK /  
GRADE LEVEL  
INDICATOR

2.

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**College and Career Readiness Anchor Standards for Writing**

<b>STANDARD / BENCHMARK</b>		<b>PRODUCTION AND DISTRIBUTION OF WRITING</b>
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BENCHMARK /  
GRADE LEVEL  
INDICATOR

4.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

BENCHMARK /  
GRADE LEVEL  
INDICATOR

5.

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

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**College and Career Readiness Anchor Standards for Writing**

<b>STANDARD / BENCHMARK</b>		<b>RANGE OF WRITING</b>
BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**College and Career Readiness Anchor Standards for Speaking and Listening**

<b>STANDARD / BENCHMARK</b>		<b>COMPREHENSION AND COLLABORATION</b>
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**College and Career Readiness Anchor Standards for Language**

<b>STANDARD / BENCHMARK</b>		<b>KNOWLEDGE OF LANGUAGE</b>
BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**College and Career Readiness Anchor Standards for Language**

<b>STANDARD / BENCHMARK</b>		<b>VOCABULARY ACQUISITION AND USE</b>
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Reading Standards for Literature K–12**

<b>STANDARD / BENCHMARK</b>		<b>KEY IDEAS AND DETAILS</b>
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PROFICIENCY LEVEL	W.6.2.g.	Provide a concluding statement or section that follows from the information or explanation presented.
<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>Writing Standards K–12</b>	
<b>STANDARD / BENCHMARK</b>	<b>PRODUCTION AND DISTRIBUTION OF WRITING</b>	
BENCHMARK / GRADE LEVEL INDICATOR	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.)
BENCHMARK / GRADE LEVEL INDICATOR	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>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>Writing Standards K–12</b>	
<b>STANDARD / BENCHMARK</b>	<b>RANGE OF WRITING</b>	
BENCHMARK / GRADE LEVEL INDICATOR	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>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>Speaking and Listening Standards K–12</b>	
<b>STANDARD / BENCHMARK</b>	<b>COMPREHENSION AND COLLABORATION</b>	
BENCHMARK / GRADE LEVEL INDICATOR	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.
PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>Language Standards K–12</b>	
<b>STANDARD / BENCHMARK</b>	<b>CONVENTIONS OF STANDARD ENGLISH</b>	

<b>BENCHMARK / GRADE LEVEL INDICATOR</b>	<b>L.6.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
PROFICIENCY LEVEL	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

PROFICIENCY LEVEL	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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**DOMAIN / ACADEMIC CONTENT STANDARD**

**Language Standards K-12**

<b>STANDARD / BENCHMARK</b>		<b>KNOWLEDGE OF LANGUAGE</b>
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<b>BENCHMARK / GRADE LEVEL INDICATOR</b>	<b>L.6.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
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PROFICIENCY LEVEL	L.6.3.a.	Vary sentence patterns for meaning, reader/listener interest, and style.
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**DOMAIN / ACADEMIC CONTENT STANDARD**

**Language Standards K-12**

<b>STANDARD / BENCHMARK</b>		<b>VOCABULARY ACQUISITION AND USE</b>
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BENCHMARK / GRADE LEVEL INDICATOR	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

**Ohio Learning Standards**

**Language Arts**

**Grade 6 - Adopted: 2017**

**DOMAIN / ACADEMIC CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Reading**

<b>STANDARD / BENCHMARK</b>		<b>KEY IDEAS AND DETAILS</b>
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BENCHMARK / GRADE LEVEL INDICATOR	2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.
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**DOMAIN / ACADEMIC CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Reading**

<b>STANDARD / BENCHMARK</b>		<b>CRAFT AND STRUCTURE</b>
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BENCHMARK / GRADE LEVEL INDICATOR	4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.
<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Reading</b>	
<b>STANDARD / BENCHMARK</b>	<b>INTEGRATION OF KNOWLEDGE AND IDEAS</b>	
BENCHMARK / GRADE LEVEL INDICATOR	7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Reading</b>	
<b>STANDARD / BENCHMARK</b>	<b>RANGE OF READING AND LEVEL OF TEXT COMPLEXITY</b>	
BENCHMARK / GRADE LEVEL INDICATOR	10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.
<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>STANDARD / BENCHMARK</b>	<b>TEXT TYPES AND PURPOSES</b>	
BENCHMARK / GRADE LEVEL INDICATOR	2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>STANDARD / BENCHMARK</b>	<b>PRODUCTION AND DISTRIBUTION OF WRITING</b>	
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>STANDARD / BENCHMARK</b>	<b>RANGE OF WRITING</b>	

BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>	
<b>STANDARD / BENCHMARK</b>	<b>COMPREHENSION AND COLLABORATION</b>	
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
<b>STANDARD / BENCHMARK</b>	<b>KNOWLEDGE OF LANGUAGE</b>	
BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
<b>STANDARD / BENCHMARK</b>	<b>VOCABULARY ACQUISITION AND USE</b>	
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>Reading Standards for Literature K–12</b>	
<b>STANDARD / BENCHMARK</b>	<b>KEY IDEAS AND DETAILS</b>	
<b>BENCHMARK / GRADE LEVEL INDICATOR</b>	<b>RL.6.2.</b>	<b>Analyze literary text development.</b>
PROFICIENCY LEVEL	RL.6.2.a.	Determine a theme of a text and how it is conveyed through particular details.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Reading Standards for Literature K–12**

**STANDARD /  
BENCHMARK**

**CRAFT AND STRUCTURE**

BENCHMARK /  
GRADE LEVEL  
INDICATOR

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.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Reading Standards for Informational Text K–12**

**STANDARD /  
BENCHMARK**

**KEY IDEAS AND DETAILS**

BENCHMARK /  
GRADE LEVEL  
INDICATOR

RI.6.1.

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

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Reading Standards for Informational Text K–12**

**STANDARD /  
BENCHMARK**

**KEY IDEAS AND DETAILS**

**BENCHMARK /  
GRADE LEVEL  
INDICATOR**

**RI.6.2.**

**Analyze informational text development.**

PROFICIENCY  
LEVEL

RI.6.2.a.

Determine a central idea of a text and how it is conveyed through particular details.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Reading Standards for Informational Text K–12**

**STANDARD /  
BENCHMARK**

**KEY IDEAS AND DETAILS**

BENCHMARK /  
GRADE LEVEL  
INDICATOR

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).

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Reading Standards for Informational Text K–12**

**STANDARD /  
BENCHMARK**

**CRAFT AND STRUCTURE**

BENCHMARK /  
GRADE LEVEL  
INDICATOR

RI.6.4.

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

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Reading Standards for Informational Text K–12**

<b>STANDARD / BENCHMARK</b>		<b>INTEGRATION OF KNOWLEDGE AND IDEAS</b>
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BENCHMARK / GRADE LEVEL INDICATOR	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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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Writing Standards K–12**

<b>STANDARD / BENCHMARK</b>		<b>TEXT TYPES AND PURPOSES</b>
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<b>BENCHMARK / GRADE LEVEL INDICATOR</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>
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PROFICIENCY LEVEL	W.6.2.a.	Establish a thesis statement to present information.
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PROFICIENCY LEVEL	W.6.2.b.	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 to aid comprehension, if needed.
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PROFICIENCY LEVEL	W.6.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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PROFICIENCY LEVEL	W.6.2.d.	Use appropriate transitions to clarify the relationships among ideas and concepts.
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PROFICIENCY LEVEL	W.6.2.e.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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PROFICIENCY LEVEL	W.6.2.g.	Provide a concluding statement or section that follows from the information or explanation presented.
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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Writing Standards K–12**

<b>STANDARD / BENCHMARK</b>		<b>PRODUCTION AND DISTRIBUTION OF WRITING</b>
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BENCHMARK / GRADE LEVEL INDICATOR	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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BENCHMARK / GRADE LEVEL INDICATOR	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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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Writing Standards K–12**

STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
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BENCHMARK / GRADE LEVEL INDICATOR	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others, while avoiding plagiarism and providing basic bibliographic information for sources.
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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Writing Standards K–12**

STANDARD / BENCHMARK		RANGE OF WRITING
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BENCHMARK / GRADE LEVEL INDICATOR	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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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Speaking and Listening Standards K–12**

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
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BENCHMARK / GRADE LEVEL INDICATOR	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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PROFICIENCY LEVEL	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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PROFICIENCY LEVEL	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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PROFICIENCY LEVEL	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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PROFICIENCY LEVEL	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Language Standards K–12**

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
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BENCHMARK / GRADE LEVEL INDICATOR	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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PROFICIENCY LEVEL	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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PROFICIENCY LEVEL	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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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Language Standards K-12**

STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
BENCHMARK / GRADE LEVEL INDICATOR	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

PROFICIENCY LEVEL	L.6.3.a.	Vary sentence patterns for meaning, reader/listener interest, and style.
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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Language Standards K-12**

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	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.

PROFICIENCY LEVEL	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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PROFICIENCY LEVEL	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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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Language Standards K-12**

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	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

**Ohio Learning Standards**

**Language Arts**

**Grade 6 - Adopted: 2017**

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**College and Career Readiness Anchor Standards for Reading**

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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BENCHMARK / GRADE LEVEL INDICATOR	2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.
BENCHMARK / GRADE LEVEL INDICATOR	3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Reading</b>	
<b>STANDARD / BENCHMARK</b>	<b>CRAFT AND STRUCTURE</b>	
BENCHMARK / GRADE LEVEL INDICATOR	4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.
<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Reading</b>	
<b>STANDARD / BENCHMARK</b>	<b>INTEGRATION OF KNOWLEDGE AND IDEAS</b>	
BENCHMARK / GRADE LEVEL INDICATOR	7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Reading</b>	
<b>STANDARD / BENCHMARK</b>	<b>RANGE OF READING AND LEVEL OF TEXT COMPLEXITY</b>	
BENCHMARK / GRADE LEVEL INDICATOR	10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.
<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>STANDARD / BENCHMARK</b>	<b>TEXT TYPES AND PURPOSES</b>	
BENCHMARK / GRADE LEVEL INDICATOR	2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>STANDARD / BENCHMARK</b>	<b>PRODUCTION AND DISTRIBUTION OF WRITING</b>	

BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**College and Career Readiness Anchor Standards for Writing**

STANDARD / BENCHMARK		RANGE OF WRITING
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BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**College and Career Readiness Anchor Standards for Speaking and Listening**

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
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BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**College and Career Readiness Anchor Standards for Language**

STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
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BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**College and Career Readiness Anchor Standards for Language**

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
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BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain- specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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**DOMAIN / ACADEMIC CONTENT STANDARD**

**Reading Standards for Literature K–12**

<b>STANDARD / BENCHMARK</b>		<b>KEY IDEAS AND DETAILS</b>
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BENCHMARK / GRADE LEVEL INDICATOR	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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BENCHMARK / GRADE LEVEL INDICATOR	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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**DOMAIN / ACADEMIC CONTENT STANDARD**

**Reading Standards for Literature K–12**

<b>STANDARD / BENCHMARK</b>		<b>CRAFT AND STRUCTURE</b>
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BENCHMARK / GRADE LEVEL INDICATOR	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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**DOMAIN / ACADEMIC CONTENT STANDARD**

**Reading Standards for Literature K–12**

<b>STANDARD / BENCHMARK</b>		<b>RANGE OF READING AND LEVEL OF TEXT COMPLEXITY</b>
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BENCHMARK / GRADE LEVEL INDICATOR	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. Build background knowledge and activate prior knowledge in order to make text-to-self, text-to-text, and text-to-world connections that deepen understanding of the text.
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**DOMAIN / ACADEMIC CONTENT STANDARD**

**Writing Standards K–12**

<b>STANDARD / BENCHMARK</b>		<b>TEXT TYPES AND PURPOSES</b>
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BENCHMARK / GRADE LEVEL INDICATOR	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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PROFICIENCY LEVEL	W.6.2.a.	Establish a thesis statement to present information.
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PROFICIENCY LEVEL	W.6.2.b.	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 to aid comprehension, if needed.
PROFICIENCY LEVEL	W.6.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
PROFICIENCY LEVEL	W.6.2.d.	Use appropriate transitions to clarify the relationships among ideas and concepts.
PROFICIENCY LEVEL	W.6.2.e.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PROFICIENCY LEVEL	W.6.2.g.	Provide a concluding statement or section that follows from the information or explanation presented.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Writing Standards K–12**

<b>STANDARD / BENCHMARK</b>		<b>PRODUCTION AND DISTRIBUTION OF WRITING</b>
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BENCHMARK / GRADE LEVEL INDICATOR	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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BENCHMARK / GRADE LEVEL INDICATOR	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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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Writing Standards K–12**

<b>STANDARD / BENCHMARK</b>		<b>RESEARCH TO BUILD AND PRESENT KNOWLEDGE</b>
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BENCHMARK / GRADE LEVEL INDICATOR	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others, while avoiding plagiarism and providing basic bibliographic information for sources.
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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Writing Standards K–12**

<b>STANDARD / BENCHMARK</b>		<b>RANGE OF WRITING</b>
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BENCHMARK / GRADE LEVEL INDICATOR	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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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Speaking and Listening Standards K–12**

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	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.

PROFICIENCY LEVEL	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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PROFICIENCY LEVEL	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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PROFICIENCY LEVEL	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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PROFICIENCY LEVEL	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Language Standards K–12**

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

PROFICIENCY LEVEL	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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PROFICIENCY LEVEL	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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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Language Standards K–12**

STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
BENCHMARK / GRADE LEVEL INDICATOR	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

PROFICIENCY LEVEL	L.6.3.a.	Vary sentence patterns for meaning, reader/listener interest, and style.
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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Language Standards K–12**

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**College and Career Readiness Anchor Standards for Writing**

<b>STANDARD / BENCHMARK</b>		<b>TEXT TYPES AND PURPOSES</b>
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BENCHMARK /  
GRADE LEVEL  
INDICATOR

2.

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**College and Career Readiness Anchor Standards for Writing**

<b>STANDARD / BENCHMARK</b>		<b>PRODUCTION AND DISTRIBUTION OF WRITING</b>
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BENCHMARK /  
GRADE LEVEL  
INDICATOR

4.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

BENCHMARK /  
GRADE LEVEL  
INDICATOR

5.

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

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**College and Career Readiness Anchor Standards for Writing**

<b>STANDARD / BENCHMARK</b>		<b>RANGE OF WRITING</b>
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BENCHMARK /  
GRADE LEVEL  
INDICATOR

10.

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**College and Career Readiness Anchor Standards for Speaking and Listening**

<b>STANDARD / BENCHMARK</b>		<b>COMPREHENSION AND COLLABORATION</b>
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BENCHMARK /  
GRADE LEVEL  
INDICATOR

1.

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

BENCHMARK /  
GRADE LEVEL  
INDICATOR

2.

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**College and Career Readiness Anchor Standards for Language**

<b>STANDARD / BENCHMARK</b>		<b>KNOWLEDGE OF LANGUAGE</b>
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BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
<b>STANDARD / BENCHMARK</b>	<b>VOCABULARY ACQUISITION AND USE</b>	
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>Reading Standards for Literature K–12</b>	
<b>STANDARD / BENCHMARK</b>	<b>KEY IDEAS AND DETAILS</b>	
<b>BENCHMARK / GRADE LEVEL INDICATOR</b>	<b>RL.6.2.</b>	<b>Analyze literary text development.</b>
PROFICIENCY LEVEL	RL.6.2.a.	Determine a theme of a text and how it is conveyed through particular details.
<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>Reading Standards for Literature K–12</b>	
<b>STANDARD / BENCHMARK</b>	<b>CRAFT AND STRUCTURE</b>	
BENCHMARK / GRADE LEVEL INDICATOR	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>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>Reading Standards for Informational Text K–12</b>	
<b>STANDARD / BENCHMARK</b>	<b>KEY IDEAS AND DETAILS</b>	
BENCHMARK / GRADE LEVEL INDICATOR	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>Reading Standards for Informational Text K–12</b>	

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
BENCHMARK / GRADE LEVEL INDICATOR	RI.6.2.	Analyze informational text development.

PROFICIENCY LEVEL

RI.6.2.a.

Determine a central idea of a text and how it is conveyed through particular details.

**DOMAIN / ACADEMIC CONTENT STANDARD**

**Reading Standards for Informational Text K–12**

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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BENCHMARK / GRADE LEVEL INDICATOR

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).

**DOMAIN / ACADEMIC CONTENT STANDARD**

**Reading Standards for Informational Text K–12**

STANDARD / BENCHMARK		CRAFT AND STRUCTURE
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BENCHMARK / GRADE LEVEL INDICATOR

RI.6.4.

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

**DOMAIN / ACADEMIC CONTENT STANDARD**

**Reading Standards for Informational Text K–12**

STANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
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BENCHMARK / GRADE LEVEL INDICATOR

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.

**DOMAIN / ACADEMIC CONTENT STANDARD**

**Writing Standards K–12**

STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
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BENCHMARK / GRADE LEVEL INDICATOR

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.

PROFICIENCY LEVEL

W.6.2.a.

Establish a thesis statement to present information.

PROFICIENCY LEVEL

W.6.2.b.

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 to aid comprehension, if needed.

PROFICIENCY LEVEL	W.6.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
PROFICIENCY LEVEL	W.6.2.d.	Use appropriate transitions to clarify the relationships among ideas and concepts.
PROFICIENCY LEVEL	W.6.2.e.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PROFICIENCY LEVEL	W.6.2.g.	Provide a concluding statement or section that follows from the information or explanation presented.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Writing Standards K–12**

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	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.)
BENCHMARK / GRADE LEVEL INDICATOR	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.)

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Writing Standards K–12**

STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others, while avoiding plagiarism and providing basic bibliographic information for sources.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Writing Standards K–12**

STANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	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.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Speaking and Listening Standards K–12**

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
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<b>BENCHMARK / GRADE LEVEL INDICATOR</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>
PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Language Standards K–12**

<b>STANDARD / BENCHMARK</b>		<b>CONVENTIONS OF STANDARD ENGLISH</b>
<b>BENCHMARK / GRADE LEVEL INDICATOR</b>	<b>L.6.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
PROFICIENCY LEVEL	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
PROFICIENCY LEVEL	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.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Language Standards K–12**

<b>STANDARD / BENCHMARK</b>		<b>KNOWLEDGE OF LANGUAGE</b>
<b>BENCHMARK / GRADE LEVEL INDICATOR</b>	<b>L.6.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
PROFICIENCY LEVEL	L.6.3.a.	Vary sentence patterns for meaning, reader/listener interest, and style.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Language Standards K–12**

<b>STANDARD / BENCHMARK</b>		<b>VOCABULARY ACQUISITION AND USE</b>
<b>BENCHMARK / GRADE LEVEL INDICATOR</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>
PROFICIENCY LEVEL	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.

PROFICIENCY LEVEL	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>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>Language Standards K-12</b>	
<b>STANDARD / BENCHMARK</b>	<b>VOCABULARY ACQUISITION AND USE</b>	
BENCHMARK / GRADE LEVEL INDICATOR	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.