

# Main Criteria: Investigations in Writing

## Secondary Criteria: Wyoming Content and Performance Standards

**Subject:** Language Arts

**Grade:** 6

### Investigations in Writing

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

## Wyoming Content and Performance Standards

### Language Arts

Grade 6 - Adopted: 2012

#### **CONTENT STANDARD**      **WY.RI.6.**      **Reading Standards for Informational Text**

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

<b>BENCHMARK</b>		<b>Craft and Structure</b>
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GRADE LEVEL EXAMPLE	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
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#### **CONTENT STANDARD**      **WY.RI.6.**      **Reading Standards for Informational Text**

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

<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
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GRADE LEVEL EXAMPLE	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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GRADE LEVEL EXAMPLE	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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**CONTENT STANDARD**      **WY.W.6. Writing Standards**

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

EXPECTATION	W.6.9(b)	Apply grade 6 reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").
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**CONTENT STANDARD**      **WY.SL.6. Speaking and Listening Standards**

BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXAMPLE	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

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

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

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

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

BENCHMARK		Vocabulary Acquisition and Use
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GRADE LEVEL EXAMPLE	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

## Wyoming Content and Performance Standards

### Language Arts

Grade 6 - Adopted: 2012

#### CONTENT STANDARD WY.RI.6. Reading Standards for Informational Text

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

#### CONTENT STANDARD WY.RI.6. Reading Standards for Informational Text

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

#### CONTENT STANDARD WY.RI.6. Reading Standards for Informational Text

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

#### CONTENT STANDARD WY.W.6. Writing Standards

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

EXPECTATION	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.6.2(f)	Provide a concluding statement or section that follows from the information or explanation presented.
<b>CONTENT STANDARD</b>	<b>WY.W.6.</b>	<b>Writing Standards</b>
<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
GRADE LEVEL EXAMPLE	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXAMPLE	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.
<b>CONTENT STANDARD</b>	<b>WY.W.6.</b>	<b>Writing Standards</b>
<b>BENCHMARK</b>		<b>Range of Writing</b>
GRADE LEVEL EXAMPLE	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>CONTENT STANDARD</b>	<b>WY.SL.6.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>SL.6.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
EXPECTATION	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
EXPECTATION	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
<b>CONTENT STANDARD</b>	<b>WY.SL.6.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK</b>		<b>Presentation of Knowledge and Ideas</b>
GRADE LEVEL EXAMPLE	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.

**CONTENT STANDARD**      **WY.L.6.**      **Language Standards**

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

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

**CONTENT STANDARD**      **WY.L.6.**      **Language Standards**

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

EXPECTATION	L.6.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	L.6.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**CONTENT STANDARD**      **WY.L.6.**      **Language Standards**

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

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

**Wyoming Content and Performance Standards**

**Language Arts**

**Grade 6 - Adopted: 2012**

**CONTENT STANDARD**      **WY.RI.6.**      **Reading Standards for Informational Text**

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

**CONTENT STANDARD**      **WY.RI.6.**      **Reading Standards for Informational Text**

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

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

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

BENCHMARK		Production and Distribution of Writing
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GRADE LEVEL EXAMPLE	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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GRADE LEVEL EXAMPLE	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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**CONTENT STANDARD**      **WY.W.6.**      **Writing Standards**

BENCHMARK		Research to Build and Present Knowledge
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GRADE LEVEL EXAMPLE	W.6.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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EXPECTATION	W.6.9(b)	Apply grade 6 reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").
<b>CONTENT STANDARD</b>	<b>WY.W.6.</b>	<b>Writing Standards</b>
<b>BENCHMARK</b>		<b>Range of Writing</b>
GRADE LEVEL EXAMPLE	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>CONTENT STANDARD</b>	<b>WY.SL.6.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>SL.6.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
EXPECTATION	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
EXPECTATION	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
<b>CONTENT STANDARD</b>	<b>WY.SL.6.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK</b>		<b>Presentation of Knowledge and Ideas</b>
GRADE LEVEL EXAMPLE	SL.6.4.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
<b>CONTENT STANDARD</b>	<b>WY.L.6.</b>	<b>Language Standards</b>
<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>L.6.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
EXPECTATION	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
EXPECTATION	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
<b>CONTENT STANDARD</b>	<b>WY.L.6.</b>	<b>Language Standards</b>

<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>L.6.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</b>
EXPECTATION	L.6.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	L.6.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>CONTENT STANDARD</b>	<b>WY.L.6.</b>	<b>Language Standards</b>
<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
GRADE LEVEL EXAMPLE	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 04: Unit 2: Writing from Notes, p. 35-42

## Wyoming Content and Performance Standards

### Language Arts

Grade 6 - Adopted: 2012

<b>CONTENT STANDARD</b>	<b>WY.RI.6.</b>	<b>Reading Standards for Informational Text</b>
<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
GRADE LEVEL EXAMPLE	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXAMPLE	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
GRADE LEVEL EXAMPLE	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
<b>CONTENT STANDARD</b>	<b>WY.RI.6.</b>	<b>Reading Standards for Informational Text</b>
<b>BENCHMARK</b>		<b>Craft and Structure</b>
GRADE LEVEL EXAMPLE	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
<b>CONTENT STANDARD</b>	<b>WY.RI.6.</b>	<b>Reading Standards for Informational Text</b>
<b>BENCHMARK</b>		<b>Integration of Knowledge and Ideas</b>
GRADE LEVEL EXAMPLE	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.



**CONTENT STANDARD**      **WY.W.6.**      **Writing Standards**

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

**CONTENT STANDARD**      **WY.W.6.**      **Writing Standards**

BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXAMPLE	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXAMPLE	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.

**CONTENT STANDARD**      **WY.W.6.**      **Writing Standards**

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

**CONTENT STANDARD**      **WY.W.6.**      **Writing Standards**

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

**CONTENT STANDARD**      **WY.SL.6.**      **Speaking and Listening Standards**

BENCHMARK		Comprehension and Collaboration
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<b>GRADE LEVEL EXAMPLE</b>	<b>SL.6.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
EXPECTATION	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
EXPECTATION	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
<b>CONTENT STANDARD</b>	<b>WY.L.6.</b>	<b>Language Standards</b>
<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>L.6.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
EXPECTATION	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
EXPECTATION	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
<b>CONTENT STANDARD</b>	<b>WY.L.6.</b>	<b>Language Standards</b>
<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>L.6.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</b>
EXPECTATION	L.6.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	L.6.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>CONTENT STANDARD</b>	<b>WY.L.6.</b>	<b>Language Standards</b>
<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
GRADE LEVEL EXAMPLE	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 05: Unit 3: Retelling Narrative Stories, p. 43-48

## Wyoming Content and Performance Standards

### Language Arts

**CONTENT STANDARD**      **WY.RL.6.**      **Reading Standards for Literature**

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

**CONTENT STANDARD**      **WY.RL.6.**      **Reading Standards for Literature**

BENCHMARK		Craft and Structure
GRADE LEVEL EXAMPLE	RL.6.5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

**CONTENT STANDARD**      **WY.RL.6.**      **Reading Standards for Literature**

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

**CONTENT STANDARD**      **WY.W.6.**      **Writing Standards**

BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXAMPLE	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.)

**CONTENT STANDARD**      **WY.SL.6.**      **Speaking and Listening Standards**

BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXAMPLE	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

EXPECTATION	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
EXPECTATION	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
<b>CONTENT STANDARD</b>	<b>WY.SL.6.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK</b>		<b>Presentation of Knowledge and Ideas</b>
GRADE LEVEL EXAMPLE	SL.6.4.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
<b>CONTENT STANDARD</b>	<b>WY.L.6.</b>	<b>Language Standards</b>
<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>L.6.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</b>
EXPECTATION	L.6.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	L.6.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>CONTENT STANDARD</b>	<b>WY.L.6.</b>	<b>Language Standards</b>
<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
GRADE LEVEL EXAMPLE	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 06: Unit 3: Retelling Narrative Stories, p. 49-56

**Wyoming Content and Performance Standards**

**Language Arts**

Grade 6 - Adopted: 2012

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

GRADE LEVEL EXAMPLE	RL.6.3.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
<b>CONTENT STANDARD</b>	<b>WY.RL.6.</b>	<b>Reading Standards for Literature</b>
<b>BENCHMARK</b>		<b>Craft and Structure</b>
GRADE LEVEL EXAMPLE	RL.6.5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
<b>CONTENT STANDARD</b>	<b>WY.RL.6.</b>	<b>Reading Standards for Literature</b>
<b>BENCHMARK</b>		<b>Range of Reading and Level of Text Complexity</b>
GRADE LEVEL EXAMPLE	RL.6.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<b>CONTENT STANDARD</b>	<b>WY.W.6.</b>	<b>Writing Standards</b>
<b>BENCHMARK</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>W.6.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>
EXPECTATION	W.6.3(a)	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
EXPECTATION	W.6.3(c)	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
EXPECTATION	W.6.3(d)	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
EXPECTATION	W.6.3(e)	Provide a conclusion that follows from the narrated experiences or events.
<b>CONTENT STANDARD</b>	<b>WY.W.6.</b>	<b>Writing Standards</b>
<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
GRADE LEVEL EXAMPLE	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXAMPLE	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.
<b>CONTENT STANDARD</b>	<b>WY.W.6.</b>	<b>Writing Standards</b>
<b>BENCHMARK</b>		<b>Range of Writing</b>

GRADE LEVEL EXAMPLE	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>CONTENT STANDARD</b>	<b>WY.SL.6.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>SL.6.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
EXPECTATION	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
EXPECTATION	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
<b>CONTENT STANDARD</b>	<b>WY.L.6.</b>	<b>Language Standards</b>
<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>L.6.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
EXPECTATION	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
EXPECTATION	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
<b>CONTENT STANDARD</b>	<b>WY.L.6.</b>	<b>Language Standards</b>
<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>L.6.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</b>
EXPECTATION	L.6.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	L.6.4(c)	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
EXPECTATION	L.6.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>CONTENT STANDARD</b>	<b>WY.L.6.</b>	<b>Language Standards</b>

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	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 07: Unit 3: Retelling Narrative Stories, p. 57-74

## Wyoming Content and Performance Standards

### Language Arts

#### Grade 6 - Adopted: 2012

#### CONTENT STANDARD WY.RL.6. Reading Standards for Literature

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

#### CONTENT STANDARD WY.RL.6. Reading Standards for Literature

BENCHMARK		Craft and Structure
GRADE LEVEL EXAMPLE	RL.6.5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

#### CONTENT STANDARD WY.RL.6. Reading Standards for Literature

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

#### CONTENT STANDARD WY.W.6. Writing Standards

BENCHMARK		Text Types and Purposes
GRADE LEVEL EXAMPLE	W.6.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
EXPECTATION	W.6.3(a)	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
EXPECTATION	W.6.3(c)	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

EXPECTATION	W.6.3(d)	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
EXPECTATION	W.6.3(e)	Provide a conclusion that follows from the narrated experiences or events.
<b>CONTENT STANDARD</b>	<b>WY.W.6.</b>	<b>Writing Standards</b>
<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
GRADE LEVEL EXAMPLE	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXAMPLE	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.
<b>CONTENT STANDARD</b>	<b>WY.W.6.</b>	<b>Writing Standards</b>
<b>BENCHMARK</b>		<b>Range of Writing</b>
GRADE LEVEL EXAMPLE	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>CONTENT STANDARD</b>	<b>WY.SL.6.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>SL.6.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
EXPECTATION	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
EXPECTATION	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
<b>CONTENT STANDARD</b>	<b>WY.L.6.</b>	<b>Language Standards</b>
<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>L.6.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
EXPECTATION	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).



EXPECTATION	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
<b>CONTENT STANDARD</b>	<b>WY.L.6.</b>	<b>Language Standards</b>
<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>L.6.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</b>
EXPECTATION	L.6.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	L.6.4(c)	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
EXPECTATION	L.6.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>CONTENT STANDARD</b>	<b>WY.L.6.</b>	<b>Language Standards</b>
<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXAMPLE</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

## Wyoming Content and Performance Standards

### Language Arts

Grade 6 - Adopted: 2012

<b>CONTENT STANDARD</b>	<b>WY.RL.6.</b>	<b>Reading Standards for Literature</b>
<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
GRADE LEVEL EXAMPLE	RL.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXAMPLE	RL.6.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
GRADE LEVEL EXAMPLE	RL.6.3.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
<b>CONTENT STANDARD</b>	<b>WY.RL.6.</b>	<b>Reading Standards for Literature</b>
<b>BENCHMARK</b>		<b>Craft and Structure</b>

GRADE LEVEL EXAMPLE	RL.6.5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
<b>CONTENT STANDARD</b>	<b>WY.RL.6.</b>	<b>Reading Standards for Literature</b>
<b>BENCHMARK</b>		<b>Range of Reading and Level of Text Complexity</b>
GRADE LEVEL EXAMPLE	RL.6.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<b>CONTENT STANDARD</b>	<b>WY.W.6.</b>	<b>Writing Standards</b>
<b>BENCHMARK</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>W.6.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>
EXPECTATION	W.6.3(a)	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
EXPECTATION	W.6.3(c)	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
EXPECTATION	W.6.3(d)	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
EXPECTATION	W.6.3(e)	Provide a conclusion that follows from the narrated experiences or events.
<b>CONTENT STANDARD</b>	<b>WY.W.6.</b>	<b>Writing Standards</b>
<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
GRADE LEVEL EXAMPLE	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXAMPLE	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.
<b>CONTENT STANDARD</b>	<b>WY.W.6.</b>	<b>Writing Standards</b>
<b>BENCHMARK</b>		<b>Range of Writing</b>
GRADE LEVEL EXAMPLE	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>CONTENT STANDARD</b>	<b>WY.SL.6.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>

<b>GRADE LEVEL EXAMPLE</b>	<b>SL.6.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
EXPECTATION	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
EXPECTATION	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
<b>CONTENT STANDARD</b>	<b>WY.L.6.</b>	<b>Language Standards</b>
<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>L.6.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
EXPECTATION	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
EXPECTATION	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
<b>CONTENT STANDARD</b>	<b>WY.L.6.</b>	<b>Language Standards</b>
<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>L.6.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</b>
EXPECTATION	L.6.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	L.6.4(c)	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
EXPECTATION	L.6.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>CONTENT STANDARD</b>	<b>WY.L.6.</b>	<b>Language Standards</b>
<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXAMPLE</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>

# Wyoming Content and Performance Standards

## Language Arts

Grade 6 - Adopted: 2012

### CONTENT STANDARD WY.RI.6. Reading Standards for Informational Text

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

### CONTENT STANDARD WY.RI.6. Reading Standards for Informational Text

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

### CONTENT STANDARD WY.RI.6. Reading Standards for Informational Text

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

### CONTENT STANDARD WY.W.6. Writing Standards

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

**CONTENT STANDARD**      **WY.W.6.**      **Writing Standards**

BENCHMARK		Production and Distribution of Writing
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GRADE LEVEL EXAMPLE	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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GRADE LEVEL EXAMPLE	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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**CONTENT STANDARD**      **WY.W.6.**      **Writing Standards**

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

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

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

BENCHMARK		Conventions of Standard English
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GRADE LEVEL EXAMPLE	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

EXPECTATION	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
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<b>CONTENT STANDARD</b>	<b>WY.L.6.</b>	<b>Language Standards</b>
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<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>L.6.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</b>

EXPECTATION	L.6.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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EXPECTATION	L.6.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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<b>CONTENT STANDARD</b>	<b>WY.L.6.</b>	<b>Language Standards</b>
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<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>L.6.6.</b>	<b>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b>

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

**Wyoming Content and Performance Standards**

**Language Arts**

**Grade 6 - Adopted: 2012**

<b>CONTENT STANDARD</b>	<b>WY.RI.6.</b>	<b>Reading Standards for Informational Text</b>
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<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
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GRADE LEVEL EXAMPLE	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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GRADE LEVEL EXAMPLE	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
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GRADE LEVEL EXAMPLE	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
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<b>CONTENT STANDARD</b>	<b>WY.RI.6.</b>	<b>Reading Standards for Informational Text</b>
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<b>BENCHMARK</b>		<b>Craft and Structure</b>
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GRADE LEVEL EXAMPLE	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
<b>CONTENT STANDARD</b>	<b>WY.RI.6.</b>	<b>Reading Standards for Informational Text</b>
<b>BENCHMARK</b>		<b>Integration of Knowledge and Ideas</b>
GRADE LEVEL EXAMPLE	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
<b>CONTENT STANDARD</b>	<b>WY.W.6.</b>	<b>Writing Standards</b>
<b>BENCHMARK</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>W.6.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
EXPECTATION	W.6.2(a)	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	W.6.2(c)	Use appropriate transitions to clarify the relationships among ideas and concepts.
EXPECTATION	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.6.2(f)	Provide a concluding statement or section that follows from the information or explanation presented.
<b>CONTENT STANDARD</b>	<b>WY.W.6.</b>	<b>Writing Standards</b>
<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
GRADE LEVEL EXAMPLE	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXAMPLE	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.
<b>CONTENT STANDARD</b>	<b>WY.W.6.</b>	<b>Writing Standards</b>
<b>BENCHMARK</b>		<b>Research to Build and Present Knowledge</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>W.6.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
EXPECTATION	W.6.9(b)	Apply grade 6 reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").

**CONTENT STANDARD**      **WY.W.6.**      **Writing Standards**

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

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

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

BENCHMARK		Vocabulary Acquisition and Use
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GRADE LEVEL EXAMPLE	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
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EXPECTATION	L.6.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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EXPECTATION	L.6.4(c)	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
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EXPECTATION	L.6.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>CONTENT STANDARD</b>	<b>WY.L.6.</b>	<b>Language Standards</b>
<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
GRADE LEVEL EXAMPLE	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 11: Unit 4 Summarizing a Reference, p. 91-100

## Wyoming Content and Performance Standards

### Language Arts

Grade 6 - Adopted: 2012

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

EXPECTATION	W.6.2(a)	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	W.6.2(c)	Use appropriate transitions to clarify the relationships among ideas and concepts.
EXPECTATION	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.6.2(f)	Provide a concluding statement or section that follows from the information or explanation presented.
<b>CONTENT STANDARD</b>	<b>WY.W.6.</b>	<b>Writing Standards</b>
<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
GRADE LEVEL EXAMPLE	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXAMPLE	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.
<b>CONTENT STANDARD</b>	<b>WY.W.6.</b>	<b>Writing Standards</b>
<b>BENCHMARK</b>		<b>Research to Build and Present Knowledge</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>W.6.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
EXPECTATION	W.6.9(b)	Apply grade 6 reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").
<b>CONTENT STANDARD</b>	<b>WY.W.6.</b>	<b>Writing Standards</b>
<b>BENCHMARK</b>		<b>Range of Writing</b>
GRADE LEVEL EXAMPLE	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>CONTENT STANDARD</b>	<b>WY.SL.6.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>SL.6.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
EXPECTATION	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

EXPECTATION	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
EXPECTATION	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

**CONTENT STANDARD**      **WY.L.6.**      **Language Standards**

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

**CONTENT STANDARD**      **WY.L.6.**      **Language Standards**

<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>L.6.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</b>
EXPECTATION	L.6.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	L.6.4(c)	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
EXPECTATION	L.6.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**CONTENT STANDARD**      **WY.L.6.**      **Language Standards**

<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXAMPLE</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 12: Unit 4 Summarizing a Reference, p. 101-112

## Wyoming Content and Performance Standards

### Language Arts

Grade 6 - Adopted: 2012

**CONTENT STANDARD**      **WY.RI.6.**      **Reading Standards for Informational Text**

BENCHMARK		Key Ideas and Details
GRADE LEVEL EXAMPLE	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXAMPLE	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
GRADE LEVEL EXAMPLE	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
<b>CONTENT STANDARD</b>	<b>WY.RI.6.</b>	<b>Reading Standards for Informational Text</b>
BENCHMARK		Craft and Structure
GRADE LEVEL EXAMPLE	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
<b>CONTENT STANDARD</b>	<b>WY.RI.6.</b>	<b>Reading Standards for Informational Text</b>
BENCHMARK		Integration of Knowledge and Ideas
GRADE LEVEL EXAMPLE	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
<b>CONTENT STANDARD</b>	<b>WY.W.6.</b>	<b>Writing Standards</b>
BENCHMARK		Text Types and Purposes
GRADE LEVEL EXAMPLE	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>
EXPECTATION	W.6.2(a)	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	W.6.2(c)	Use appropriate transitions to clarify the relationships among ideas and concepts.
EXPECTATION	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.6.2(f)	Provide a concluding statement or section that follows from the information or explanation presented.
<b>CONTENT STANDARD</b>	<b>WY.W.6.</b>	<b>Writing Standards</b>
BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXAMPLE	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

GRADE LEVEL EXAMPLE	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.
<b>CONTENT STANDARD</b>	<b>WY.W.6.</b>	<b>Writing Standards</b>
<b>BENCHMARK</b>		<b>Research to Build and Present Knowledge</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>W.6.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
EXPECTATION	W.6.9(b)	Apply grade 6 reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").
<b>CONTENT STANDARD</b>	<b>WY.W.6.</b>	<b>Writing Standards</b>
<b>BENCHMARK</b>		<b>Range of Writing</b>
GRADE LEVEL EXAMPLE	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>CONTENT STANDARD</b>	<b>WY.SL.6.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>SL.6.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
EXPECTATION	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
EXPECTATION	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
<b>CONTENT STANDARD</b>	<b>WY.L.6.</b>	<b>Language Standards</b>
<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>L.6.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
EXPECTATION	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
EXPECTATION	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

**CONTENT STANDARD**      **WY.L.6.**      **Language Standards**

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

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

**CONTENT STANDARD**      **WY.L.6.**      **Language Standards**

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

EXPECTATION      L.6.4(a)      Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

EXPECTATION      L.6.4(c)      Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

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

**CONTENT STANDARD**      **WY.L.6.**      **Language Standards**

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	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

**Wyoming Content and Performance Standards**

**Language Arts**

Grade 6 - Adopted: 2012

**CONTENT STANDARD**      **WY.W.6.**      **Writing Standards**

BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXAMPLE	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.)

**CONTENT STANDARD**      **WY.SL.6.**      **Speaking and Listening Standards**

BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXAMPLE	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

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

**CONTENT STANDARD**      **WY.SL.6.      Speaking and Listening Standards**

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

<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
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GRADE LEVEL EXAMPLE	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 14: Unit 5 Writing from Pictures, p. 119-127

**Wyoming Content and Performance Standards**

**Language Arts**

**Grade 6 - Adopted: 2012**

**CONTENT STANDARD**      **WY.W.6.      Writing Standards**

<b>BENCHMARK</b>		<b>Text Types and Purposes</b>
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<b>GRADE LEVEL EXAMPLE</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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EXPECTATION	W.6.3(a)	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
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EXPECTATION	W.6.3(c)	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
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EXPECTATION	W.6.3(d)	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
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EXPECTATION	W.6.3(e)	Provide a conclusion that follows from the narrated experiences or events.
<b>CONTENT STANDARD</b>	<b>WY.W.6.</b>	<b>Writing Standards</b>
<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
GRADE LEVEL EXAMPLE	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXAMPLE	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.
<b>CONTENT STANDARD</b>	<b>WY.W.6.</b>	<b>Writing Standards</b>
<b>BENCHMARK</b>		<b>Range of Writing</b>
GRADE LEVEL EXAMPLE	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>CONTENT STANDARD</b>	<b>WY.SL.6.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>SL.6.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
EXPECTATION	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
EXPECTATION	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
<b>CONTENT STANDARD</b>	<b>WY.L.6.</b>	<b>Language Standards</b>
<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>L.6.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
EXPECTATION	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
EXPECTATION	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.



**CONTENT STANDARD**      **WY.L.6.**      **Language Standards**

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

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

**CONTENT STANDARD**      **WY.L.6.**      **Language Standards**

BENCHMARK		Vocabulary Acquisition and Use
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GRADE LEVEL EXAMPLE      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 15: Unit 5 Writing from Pictures, p. 127-134

**Wyoming Content and Performance Standards**

**Language Arts**

Grade 6 - Adopted: 2012

**CONTENT STANDARD**      **WY.W.6.**      **Writing Standards**

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

EXPECTATION      W.6.3(a)      Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

EXPECTATION      W.6.3(c)      Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

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

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

**CONTENT STANDARD**      **WY.W.6.**      **Writing Standards**

BENCHMARK		Production and Distribution of Writing
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GRADE LEVEL EXAMPLE      W.6.4.      Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

GRADE LEVEL EXAMPLE      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.

**CONTENT STANDARD**      **WY.W.6.**      **Writing Standards**

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

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

BENCHMARK		Conventions of Standard English
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GRADE LEVEL EXAMPLE	L.6.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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EXPECTATION	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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EXPECTATION	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
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**CONTENT STANDARD**      **WY.L.6.**      **Language Standards**

BENCHMARK		Knowledge of Language
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GRADE LEVEL EXAMPLE	L.6.3.	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
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EXPECTATION	L.6.3(a)	Vary sentence patterns for meaning, reader/ listener interest, and style.
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**CONTENT STANDARD**      **WY.L.6.**      **Language Standards**

BENCHMARK		Vocabulary Acquisition and Use
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GRADE LEVEL EXAMPLE	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 16: Unit 6 Summarizing Multiple References, p. 135-142

## Wyoming Content and Performance Standards

### Language Arts

Grade 6 - Adopted: 2012

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

**CONTENT STANDARD**      **WY.W.6.**      **Writing Standards**

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

BENCHMARK		Research to Build and Present Knowledge
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GRADE LEVEL EXAMPLE	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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GRADE LEVEL EXAMPLE	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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**CONTENT STANDARD**      **WY.W.6.**      **Writing Standards**

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

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

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

## Wyoming Content and Performance Standards

### Language Arts

Grade 6 - Adopted: 2012

<b>CONTENT STANDARD</b>	<b>WY.RI.6.</b>	<b>Reading Standards for Informational Text</b>
<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
GRADE LEVEL EXAMPLE	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXAMPLE	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
GRADE LEVEL EXAMPLE	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
<b>CONTENT STANDARD</b>	<b>WY.RI.6.</b>	<b>Reading Standards for Informational Text</b>
<b>BENCHMARK</b>		<b>Craft and Structure</b>
GRADE LEVEL EXAMPLE	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
<b>CONTENT STANDARD</b>	<b>WY.RI.6.</b>	<b>Reading Standards for Informational Text</b>
<b>BENCHMARK</b>		<b>Integration of Knowledge and Ideas</b>
GRADE LEVEL EXAMPLE	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
<b>CONTENT STANDARD</b>	<b>WY.W.6.</b>	<b>Writing Standards</b>

BENCHMARK		Text Types and Purposes
GRADE LEVEL EXAMPLE	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	W.6.2(a)	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	W.6.2(c)	Use appropriate transitions to clarify the relationships among ideas and concepts.
EXPECTATION	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.6.2(f)	Provide a concluding statement or section that follows from the information or explanation presented.
<b>CONTENT STANDARD</b>	<b>WY.W.6.</b>	<b>Writing Standards</b>
BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXAMPLE	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXAMPLE	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.
<b>CONTENT STANDARD</b>	<b>WY.W.6.</b>	<b>Writing Standards</b>
BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXAMPLE	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
GRADE LEVEL EXAMPLE	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>CONTENT STANDARD</b>	<b>WY.W.6.</b>	<b>Writing Standards</b>
BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXAMPLE	W.6.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	W.6.9(b)	Apply grade 6 reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").
<b>CONTENT STANDARD</b>	<b>WY.W.6.</b>	<b>Writing Standards</b>
BENCHMARK		Range of Writing

GRADE LEVEL EXAMPLE	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>CONTENT STANDARD</b>	<b>WY.SL.6.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>SL.6.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
EXPECTATION	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
EXPECTATION	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
<b>CONTENT STANDARD</b>	<b>WY.L.6.</b>	<b>Language Standards</b>
<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>L.6.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
EXPECTATION	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
EXPECTATION	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
<b>CONTENT STANDARD</b>	<b>WY.L.6.</b>	<b>Language Standards</b>
<b>BENCHMARK</b>		<b>Knowledge of Language</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>L.6.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
EXPECTATION	L.6.3(a)	Vary sentence patterns for meaning, reader/ listener interest, and style.
<b>CONTENT STANDARD</b>	<b>WY.L.6.</b>	<b>Language Standards</b>
<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>L.6.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</b>
EXPECTATION	L.6.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

EXPECTATION	L.6.4(c)	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
EXPECTATION	L.6.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>CONTENT STANDARD</b>	<b>WY.L.6.</b>	<b>Language Standards</b>
<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
GRADE LEVEL EXAMPLE	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

## Wyoming Content and Performance Standards

### Language Arts

#### Grade 6 - Adopted: 2012

<b>CONTENT STANDARD</b>	<b>WY.RI.6.</b>	<b>Reading Standards for Informational Text</b>
<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
GRADE LEVEL EXAMPLE	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXAMPLE	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
GRADE LEVEL EXAMPLE	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
<b>CONTENT STANDARD</b>	<b>WY.RI.6.</b>	<b>Reading Standards for Informational Text</b>
<b>BENCHMARK</b>		<b>Craft and Structure</b>
GRADE LEVEL EXAMPLE	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
<b>CONTENT STANDARD</b>	<b>WY.RI.6.</b>	<b>Reading Standards for Informational Text</b>
<b>BENCHMARK</b>		<b>Integration of Knowledge and Ideas</b>
GRADE LEVEL EXAMPLE	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
<b>CONTENT STANDARD</b>	<b>WY.W.6.</b>	<b>Writing Standards</b>
<b>BENCHMARK</b>		<b>Text Types and Purposes</b>



<b>GRADE LEVEL EXAMPLE</b>	<b>W.6.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
EXPECTATION	W.6.2(a)	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
<b>CONTENT STANDARD</b>	<b>WY.W.6.</b>	<b>Writing Standards</b>
<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
GRADE LEVEL EXAMPLE	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
<b>CONTENT STANDARD</b>	<b>WY.W.6.</b>	<b>Writing Standards</b>
<b>BENCHMARK</b>		<b>Research to Build and Present Knowledge</b>
GRADE LEVEL EXAMPLE	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
GRADE LEVEL EXAMPLE	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>CONTENT STANDARD</b>	<b>WY.SL.6.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>SL.6.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
EXPECTATION	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
EXPECTATION	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
<b>CONTENT STANDARD</b>	<b>WY.L.6.</b>	<b>Language Standards</b>
<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>L.6.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</b>

EXPECTATION	L.6.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	L.6.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>CONTENT STANDARD</b>	<b>WY.L.6.</b>	<b>Language Standards</b>
<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
GRADE LEVEL EXAMPLE	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

## Wyoming Content and Performance Standards

### Language Arts

Grade 6 - Adopted: 2012

<b>CONTENT STANDARD</b>	<b>WY.RI.6.</b>	<b>Reading Standards for Informational Text</b>
<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
GRADE LEVEL EXAMPLE	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXAMPLE	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
GRADE LEVEL EXAMPLE	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
<b>CONTENT STANDARD</b>	<b>WY.RI.6.</b>	<b>Reading Standards for Informational Text</b>
<b>BENCHMARK</b>		<b>Craft and Structure</b>
GRADE LEVEL EXAMPLE	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
<b>CONTENT STANDARD</b>	<b>WY.RI.6.</b>	<b>Reading Standards for Informational Text</b>
<b>BENCHMARK</b>		<b>Integration of Knowledge and Ideas</b>
GRADE LEVEL EXAMPLE	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
<b>CONTENT STANDARD</b>	<b>WY.W.6.</b>	<b>Writing Standards</b>
<b>BENCHMARK</b>		<b>Text Types and Purposes</b>

<b>GRADE LEVEL EXAMPLE</b>	<b>W.6.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
EXPECTATION	W.6.2(a)	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	W.6.2(c)	Use appropriate transitions to clarify the relationships among ideas and concepts.
EXPECTATION	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.6.2(f)	Provide a concluding statement or section that follows from the information or explanation presented.
<b>CONTENT STANDARD</b>	<b>WY.W.6.</b>	<b>Writing Standards</b>
<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
GRADE LEVEL EXAMPLE	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXAMPLE	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.
<b>CONTENT STANDARD</b>	<b>WY.W.6.</b>	<b>Writing Standards</b>
<b>BENCHMARK</b>		<b>Research to Build and Present Knowledge</b>
GRADE LEVEL EXAMPLE	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
GRADE LEVEL EXAMPLE	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>CONTENT STANDARD</b>	<b>WY.W.6.</b>	<b>Writing Standards</b>
<b>BENCHMARK</b>		<b>Research to Build and Present Knowledge</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>W.6.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
EXPECTATION	W.6.9(b)	Apply grade 6 reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").
<b>CONTENT STANDARD</b>	<b>WY.W.6.</b>	<b>Writing Standards</b>
<b>BENCHMARK</b>		<b>Range of Writing</b>

GRADE LEVEL EXAMPLE	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>CONTENT STANDARD</b>	<b>WY.SL.6.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>SL.6.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
EXPECTATION	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
EXPECTATION	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
<b>CONTENT STANDARD</b>	<b>WY.L.6.</b>	<b>Language Standards</b>
<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>L.6.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
EXPECTATION	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
EXPECTATION	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
<b>CONTENT STANDARD</b>	<b>WY.L.6.</b>	<b>Language Standards</b>
<b>BENCHMARK</b>		<b>Knowledge of Language</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>L.6.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
EXPECTATION	L.6.3(a)	Vary sentence patterns for meaning, reader/ listener interest, and style.
<b>CONTENT STANDARD</b>	<b>WY.L.6.</b>	<b>Language Standards</b>
<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>L.6.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</b>
EXPECTATION	L.6.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

EXPECTATION	L.6.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>CONTENT STANDARD</b>	<b>WY.L.6.</b>	<b>Language Standards</b>
<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
GRADE LEVEL EXAMPLE	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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## Wyoming Content and Performance Standards

### Language Arts

Grade 6 - Adopted: 2012

<b>CONTENT STANDARD</b>	<b>WY.W.6.</b>	<b>Writing Standards</b>
<b>BENCHMARK</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>W.6.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
EXPECTATION	W.6.2(a)	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	W.6.2(c)	Use appropriate transitions to clarify the relationships among ideas and concepts.
EXPECTATION	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.6.2(f)	Provide a concluding statement or section that follows from the information or explanation presented.
<b>CONTENT STANDARD</b>	<b>WY.W.6.</b>	<b>Writing Standards</b>
<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
GRADE LEVEL EXAMPLE	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXAMPLE	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.
<b>CONTENT STANDARD</b>	<b>WY.W.6.</b>	<b>Writing Standards</b>
<b>BENCHMARK</b>		<b>Range of Writing</b>

GRADE LEVEL EXAMPLE	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>CONTENT STANDARD</b>	<b>WY.SL.6.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>SL.6.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
EXPECTATION	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
EXPECTATION	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
<b>CONTENT STANDARD</b>	<b>WY.L.6.</b>	<b>Language Standards</b>
<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>L.6.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
EXPECTATION	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
EXPECTATION	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
<b>CONTENT STANDARD</b>	<b>WY.L.6.</b>	<b>Language Standards</b>
<b>BENCHMARK</b>		<b>Knowledge of Language</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>L.6.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
EXPECTATION	L.6.3(a)	Vary sentence patterns for meaning, reader/ listener interest, and style.
<b>CONTENT STANDARD</b>	<b>WY.L.6.</b>	<b>Language Standards</b>
<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
GRADE LEVEL EXAMPLE	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.

# Wyoming Content and Performance Standards

## Language Arts

Grade 6 - Adopted: 2012

### CONTENT STANDARD WY.W.6. Writing Standards

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

EXPECTATION	W.6.2(a)	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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EXPECTATION	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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EXPECTATION	W.6.2(c)	Use appropriate transitions to clarify the relationships among ideas and concepts.
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EXPECTATION	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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EXPECTATION	W.6.2(f)	Provide a concluding statement or section that follows from the information or explanation presented.
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### CONTENT STANDARD WY.W.6. Writing Standards

BENCHMARK		Production and Distribution of Writing
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GRADE LEVEL EXAMPLE	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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GRADE LEVEL EXAMPLE	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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### CONTENT STANDARD WY.W.6. Writing Standards

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

BENCHMARK		Range of Writing
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GRADE LEVEL EXAMPLE	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>CONTENT STANDARD</b>	<b>WY.SL.6.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>SL.6.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
EXPECTATION	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
EXPECTATION	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
<b>CONTENT STANDARD</b>	<b>WY.L.6.</b>	<b>Language Standards</b>
<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>L.6.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
EXPECTATION	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
EXPECTATION	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
<b>CONTENT STANDARD</b>	<b>WY.L.6.</b>	<b>Language Standards</b>
<b>BENCHMARK</b>		<b>Knowledge of Language</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>L.6.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
EXPECTATION	L.6.3(a)	Vary sentence patterns for meaning, reader/ listener interest, and style.
<b>CONTENT STANDARD</b>	<b>WY.L.6.</b>	<b>Language Standards</b>
<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
GRADE LEVEL EXAMPLE	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.



# Wyoming Content and Performance Standards

## Language Arts

Grade 6 - Adopted: 2012

### CONTENT STANDARD WY.W.6. Writing Standards

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

### CONTENT STANDARD WY.W.6. Writing Standards

BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXAMPLE	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXAMPLE	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.

### CONTENT STANDARD WY.W.6. Writing Standards

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

### CONTENT STANDARD WY.W.6. Writing Standards

BENCHMARK		Range of Writing
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GRADE LEVEL EXAMPLE	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>CONTENT STANDARD</b>	<b>WY.SL.6.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>SL.6.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
EXPECTATION	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
EXPECTATION	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
<b>CONTENT STANDARD</b>	<b>WY.L.6.</b>	<b>Language Standards</b>
<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>L.6.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
EXPECTATION	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
EXPECTATION	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
<b>CONTENT STANDARD</b>	<b>WY.L.6.</b>	<b>Language Standards</b>
<b>BENCHMARK</b>		<b>Knowledge of Language</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>L.6.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
EXPECTATION	L.6.3(a)	Vary sentence patterns for meaning, reader/ listener interest, and style.
<b>CONTENT STANDARD</b>	<b>WY.L.6.</b>	<b>Language Standards</b>
<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
GRADE LEVEL EXAMPLE	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.

# Wyoming Content and Performance Standards

## Language Arts

Grade 6 - Adopted: 2012

### CONTENT STANDARD WY.W.6. Writing Standards

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

EXPECTATION	W.6.2(a)	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	W.6.2(c)	Use appropriate transitions to clarify the relationships among ideas and concepts.
EXPECTATION	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.6.2(f)	Provide a concluding statement or section that follows from the information or explanation presented.

### CONTENT STANDARD WY.W.6. Writing Standards

BENCHMARK		Production and Distribution of Writing
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GRADE LEVEL EXAMPLE	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXAMPLE	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.

### CONTENT STANDARD WY.W.6. Writing Standards

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

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

BENCHMARK		Range of Writing
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GRADE LEVEL EXAMPLE	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>CONTENT STANDARD</b>	<b>WY.SL.6.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>SL.6.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
EXPECTATION	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
EXPECTATION	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
<b>CONTENT STANDARD</b>	<b>WY.L.6.</b>	<b>Language Standards</b>
<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>L.6.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
EXPECTATION	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
EXPECTATION	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
<b>CONTENT STANDARD</b>	<b>WY.L.6.</b>	<b>Language Standards</b>
<b>BENCHMARK</b>		<b>Knowledge of Language</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>L.6.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
EXPECTATION	L.6.3(a)	Vary sentence patterns for meaning, reader/ listener interest, and style.
<b>CONTENT STANDARD</b>	<b>WY.L.6.</b>	<b>Language Standards</b>
<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
GRADE LEVEL EXAMPLE	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.

# Wyoming Content and Performance Standards

## Language Arts

Grade 6 - Adopted: 2012

### CONTENT STANDARD WY.RI.6. Reading Standards for Informational Text

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

### CONTENT STANDARD WY.RI.6. Reading Standards for Informational Text

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

### CONTENT STANDARD WY.RI.6. Reading Standards for Informational Text

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

### CONTENT STANDARD WY.W.6. Writing Standards

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

**CONTENT STANDARD**      **WY.W.6.**      **Writing Standards**

BENCHMARK		Production and Distribution of Writing
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GRADE LEVEL EXAMPLE	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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GRADE LEVEL EXAMPLE	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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**CONTENT STANDARD**      **WY.W.6.**      **Writing Standards**

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

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

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

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

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

**CONTENT STANDARD** **WY.L.6.** **Language Standards**

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

EXPECTATION L.6.4(a) Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

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

**CONTENT STANDARD** **WY.L.6.** **Language Standards**

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

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

## Wyoming Content and Performance Standards

### Language Arts

Grade 6 - Adopted: 2012

**CONTENT STANDARD** **WY.RI.6.** **Reading Standards for Informational Text**

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

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

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

**CONTENT STANDARD** **WY.RI.6.** **Reading Standards for Informational Text**

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

**CONTENT STANDARD**      **WY.RI.6.**      **Reading Standards for Informational Text**

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

BENCHMARK		Production and Distribution of Writing
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GRADE LEVEL EXAMPLE	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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GRADE LEVEL EXAMPLE	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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**CONTENT STANDARD**      **WY.W.6.**      **Writing Standards**

BENCHMARK		Research to Build and Present Knowledge
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GRADE LEVEL EXAMPLE	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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GRADE LEVEL EXAMPLE	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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**CONTENT STANDARD**      **WY.W.6.**      **Writing Standards**

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

BENCHMARK		Comprehension and Collaboration
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GRADE LEVEL EXAMPLE	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
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EXPECTATION	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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EXPECTATION	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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EXPECTATION	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
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EXPECTATION	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
<b>CONTENT STANDARD</b>	<b>WY.L.6.</b>	<b>Language Standards</b>
<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>L.6.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</b>
EXPECTATION	L.6.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	L.6.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>CONTENT STANDARD</b>	<b>WY.L.6.</b>	<b>Language Standards</b>
<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
GRADE LEVEL EXAMPLE	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

## Wyoming Content and Performance Standards

### Language Arts

#### Grade 6 - Adopted: 2012

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

BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXAMPLE	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXAMPLE	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.
<b>CONTENT STANDARD</b>	<b>WY.W.6.</b>	<b>Writing Standards</b>
BENCHMARK		Range of Writing
GRADE LEVEL EXAMPLE	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>CONTENT STANDARD</b>	<b>WY.SL.6.</b>	<b>Speaking and Listening Standards</b>
BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXAMPLE	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
EXPECTATION	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
<b>CONTENT STANDARD</b>	<b>WY.L.6.</b>	<b>Language Standards</b>
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
EXPECTATION	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
<b>CONTENT STANDARD</b>	<b>WY.L.6.</b>	<b>Language Standards</b>
BENCHMARK		Knowledge of Language
GRADE LEVEL EXAMPLE	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

EXPECTATION	L.6.3(a)	Vary sentence patterns for meaning, reader/ listener interest, and style.
<b>CONTENT STANDARD</b>	<b>WY.L.6.</b>	<b>Language Standards</b>
<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
GRADE LEVEL EXAMPLE	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 27: Unit 9 Formal Critique, p. 231-242

## Wyoming Content and Performance Standards

### Language Arts

Grade 6 - Adopted: 2012

<b>CONTENT STANDARD</b>	<b>WY.RL.6.</b>	<b>Reading Standards for Literature</b>
<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
GRADE LEVEL EXAMPLE	RL.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXAMPLE	RL.6.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
GRADE LEVEL EXAMPLE	RL.6.3.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
<b>CONTENT STANDARD</b>	<b>WY.RL.6.</b>	<b>Reading Standards for Literature</b>
<b>BENCHMARK</b>		<b>Craft and Structure</b>
GRADE LEVEL EXAMPLE	RL.6.5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
<b>CONTENT STANDARD</b>	<b>WY.RL.6.</b>	<b>Reading Standards for Literature</b>
<b>BENCHMARK</b>		<b>Range of Reading and Level of Text Complexity</b>
GRADE LEVEL EXAMPLE	RL.6.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<b>CONTENT STANDARD</b>	<b>WY.W.6.</b>	<b>Writing Standards</b>
<b>BENCHMARK</b>		<b>Text Types and Purposes</b>
GRADE LEVEL EXAMPLE	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

EXPECTATION	W.6.2(a)	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	W.6.2(c)	Use appropriate transitions to clarify the relationships among ideas and concepts.
EXPECTATION	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.6.2(f)	Provide a concluding statement or section that follows from the information or explanation presented.
<b>CONTENT STANDARD</b>	<b>WY.W.6.</b>	<b>Writing Standards</b>
<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
GRADE LEVEL EXAMPLE	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXAMPLE	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.
<b>CONTENT STANDARD</b>	<b>WY.W.6.</b>	<b>Writing Standards</b>
<b>BENCHMARK</b>		<b>Range of Writing</b>
GRADE LEVEL EXAMPLE	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>CONTENT STANDARD</b>	<b>WY.SL.6.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>SL.6.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
EXPECTATION	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
EXPECTATION	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

**CONTENT STANDARD**      **WY.L.6.**      **Language Standards**

<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>L.6.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

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

**CONTENT STANDARD**      **WY.L.6.**      **Language Standards**

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

EXPECTATION	L.6.3(a)	Vary sentence patterns for meaning, reader/ listener interest, and style.
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**CONTENT STANDARD**      **WY.L.6.**      **Language Standards**

<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>L.6.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</b>

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

<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
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GRADE LEVEL EXAMPLE	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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**Wyoming Content and Performance Standards**

**Language Arts**

Grade 6 - Adopted: 2012

**CONTENT STANDARD**      **WY.RL.6.**      **Reading Standards for Literature**

<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
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GRADE LEVEL EXAMPLE	RL.6.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
<b>CONTENT STANDARD</b>	<b>WY.RL.6.</b>	<b>Reading Standards for Literature</b>
<b>BENCHMARK</b>		<b>Craft and Structure</b>
GRADE LEVEL EXAMPLE	RL.6.5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
<b>CONTENT STANDARD</b>	<b>WY.RI.6.</b>	<b>Reading Standards for Informational Text</b>
<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
GRADE LEVEL EXAMPLE	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXAMPLE	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
GRADE LEVEL EXAMPLE	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
<b>CONTENT STANDARD</b>	<b>WY.RI.6.</b>	<b>Reading Standards for Informational Text</b>
<b>BENCHMARK</b>		<b>Craft and Structure</b>
GRADE LEVEL EXAMPLE	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
<b>CONTENT STANDARD</b>	<b>WY.RI.6.</b>	<b>Reading Standards for Informational Text</b>
<b>BENCHMARK</b>		<b>Integration of Knowledge and Ideas</b>
GRADE LEVEL EXAMPLE	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
<b>CONTENT STANDARD</b>	<b>WY.W.6.</b>	<b>Writing Standards</b>
<b>BENCHMARK</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>W.6.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
EXPECTATION	W.6.2(a)	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	W.6.2(c)	Use appropriate transitions to clarify the relationships among ideas and concepts.

EXPECTATION	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.6.2(f)	Provide a concluding statement or section that follows from the information or explanation presented.
<b>CONTENT STANDARD</b>	<b>WY.W.6.</b>	<b>Writing Standards</b>
<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
GRADE LEVEL EXAMPLE	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXAMPLE	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.
<b>CONTENT STANDARD</b>	<b>WY.W.6.</b>	<b>Writing Standards</b>
<b>BENCHMARK</b>		<b>Research to Build and Present Knowledge</b>
GRADE LEVEL EXAMPLE	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>CONTENT STANDARD</b>	<b>WY.W.6.</b>	<b>Writing Standards</b>
<b>BENCHMARK</b>		<b>Range of Writing</b>
GRADE LEVEL EXAMPLE	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>CONTENT STANDARD</b>	<b>WY.SL.6.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>SL.6.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
EXPECTATION	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
EXPECTATION	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

**CONTENT STANDARD**      **WY.L.6.**      **Language Standards**

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

**CONTENT STANDARD**      **WY.L.6.**      **Language Standards**

<b>BENCHMARK</b>		<b>Knowledge of Language</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>L.6.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
EXPECTATION	L.6.3(a)	Vary sentence patterns for meaning, reader/ listener interest, and style.

**CONTENT STANDARD**      **WY.L.6.**      **Language Standards**

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

**CONTENT STANDARD**      **WY.L.6.**      **Language Standards**

<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXAMPLE</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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**Wyoming Content and Performance Standards**

**Language Arts**

Grade 6 - Adopted: 2012

**CONTENT STANDARD**      **WY.RL.6.**      **Reading Standards for Literature**

<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
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GRADE LEVEL EXAMPLE	RL.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXAMPLE	RL.6.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
GRADE LEVEL EXAMPLE	RL.6.3.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
<b>CONTENT STANDARD</b>	<b>WY.RL.6.</b>	<b>Reading Standards for Literature</b>
<b>BENCHMARK</b>		<b>Craft and Structure</b>
GRADE LEVEL EXAMPLE	RL.6.5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
<b>CONTENT STANDARD</b>	<b>WY.RL.6.</b>	<b>Reading Standards for Literature</b>
<b>BENCHMARK</b>		<b>Range of Reading and Level of Text Complexity</b>
GRADE LEVEL EXAMPLE	RL.6.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<b>CONTENT STANDARD</b>	<b>WY.W.6.</b>	<b>Writing Standards</b>
<b>BENCHMARK</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>W.6.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
EXPECTATION	W.6.2(a)	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	W.6.2(c)	Use appropriate transitions to clarify the relationships among ideas and concepts.
EXPECTATION	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.6.2(f)	Provide a concluding statement or section that follows from the information or explanation presented.
<b>CONTENT STANDARD</b>	<b>WY.W.6.</b>	<b>Writing Standards</b>
<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
GRADE LEVEL EXAMPLE	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

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

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

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

**CONTENT STANDARD** **WY.L.6.** **Language Standards**

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

EXPECTATION L.6.4(a) Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

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

**CONTENT STANDARD** **WY.L.6.** **Language Standards**

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	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 30: Unit 9 Formal Critique, p. 261-267

## Wyoming Content and Performance Standards

### Language Arts

Grade 6 - Adopted: 2012

**CONTENT STANDARD** **WY.RL.6.** **Reading Standards for Literature**

BENCHMARK		Key Ideas and Details
GRADE LEVEL EXAMPLE	RL.6.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

**CONTENT STANDARD** **WY.RL.6.** **Reading Standards for Literature**

BENCHMARK		Craft and Structure
GRADE LEVEL EXAMPLE	RL.6.5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

**CONTENT STANDARD** **WY.RI.6.** **Reading Standards for Informational Text**

BENCHMARK		Key Ideas and Details
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GRADE LEVEL EXAMPLE	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXAMPLE	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
GRADE LEVEL EXAMPLE	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
<b>CONTENT STANDARD</b>	<b>WY.RI.6.</b>	<b>Reading Standards for Informational Text</b>
<b>BENCHMARK</b>		<b>Craft and Structure</b>
GRADE LEVEL EXAMPLE	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
<b>CONTENT STANDARD</b>	<b>WY.RI.6.</b>	<b>Reading Standards for Informational Text</b>
<b>BENCHMARK</b>		<b>Integration of Knowledge and Ideas</b>
GRADE LEVEL EXAMPLE	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
<b>CONTENT STANDARD</b>	<b>WY.W.6.</b>	<b>Writing Standards</b>
<b>BENCHMARK</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>W.6.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
EXPECTATION	W.6.2(a)	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	W.6.2(c)	Use appropriate transitions to clarify the relationships among ideas and concepts.
EXPECTATION	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.6.2(f)	Provide a concluding statement or section that follows from the information or explanation presented.
<b>CONTENT STANDARD</b>	<b>WY.W.6.</b>	<b>Writing Standards</b>
<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
GRADE LEVEL EXAMPLE	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

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

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

EXPECTATION	L.6.3(a)	Vary sentence patterns for meaning, reader/ listener interest, and style.
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<b>CONTENT STANDARD</b>	<b>WY.L.6.</b>	<b>Language Standards</b>
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<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>L.6.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</b>

EXPECTATION	L.6.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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EXPECTATION	L.6.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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<b>CONTENT STANDARD</b>	<b>WY.L.6.</b>	<b>Language Standards</b>
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<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
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GRADE LEVEL EXAMPLE	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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