Main Criteria: Structure and Style for Students Secondary Criteria: Montana Content Standards

> Subject: Language Arts Grade: 6

Structure and Style for Students

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

Montana Content Standards Language Arts

Grade 6 - Adopted: 2011

CONTENT STANDARD / **DOMAIN**

MT.CC.RI Reading Standards for Informational Text

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

CONTENT STANDARD / **DOMAIN**

MT.CC.RI Reading Standards for Informational Text

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

CONTENT STANDARD / **DOMAIN**

MT.CC.RI Reading Standards for Informational Text

.6.

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

CONTENT STANDARD / **DOMAIN**

MT.CC.W. Writing Standards

6.

	BENCHMARK / STANDARD	Text Types and Purposes
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GRADE LEVEL EXPECTATION / BENCHMARK	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CONTENT STANDARD / DOMAIN	MT.CC.W .6.	Writing Standards
BENCHMARK / STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION / BENCHMARK	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.(Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION / BENCHMARK	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6.)
CONTENT STANDARD / DOMAIN	MT.CC.W .6.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION / BENCHMARK	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. Include sources and/or topics by and about American Indians.
GRADE LEVEL EXPECTATION / BENCHMARK	W.6.8.	Gather relevant information from multiple oral, print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
CONTENT STANDARD / DOMAIN	MT.CC.W .6.	Writing Standards
BENCHMARK / STANDARD		Range of Writing
GRADE LEVEL EXPECTATION / BENCHMARK	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN	MT.CC.SL .6.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration

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

MT.CC.S Speaking and Listening Standards

BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION / BENCHMARK	SL.6.4.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
GRADE LEVEL EXPECTATION / BENCHMARK	SL.6.6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.(See grade 6 Language standards 1 and 3 for specific expectations.)

CONTENT STANDARD / DOMAIN

MT.CC.L. Language Standards 6.

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

EXPECTATION L.6.1.e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

CONTENT STANDARD / DOMAIN

MT.CC.L. Language Standards 6.

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

CONTENT STANDARD / **DOMAIN**

MT.CC.L. Language Standards

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

UNIT 2: WRITING FROM NOTES Week 2 Page 17-26

Montana Content Standards Language Arts

Grade 6 - Adopted: 2011

CONTENT STANDARD / **DOMAIN**

MT.CC.RI Reading Standards for Informational Text

.6.

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

CONTENT STANDARD / **DOMAIN**

MT.CC.RI Reading Standards for Informational Text

.6.

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

CONTENT STANDARD / **DOMAIN**

MT.CC.RI Reading Standards for Informational Text

.6.

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

CONTENT STANDARD / **DOMAIN**

MT.CC.W. Writing Standards 6.

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

MT.CC.W Writing Standards

.6.

BENCHMARK / STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION / BENCHMARK	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.(Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION / BENCHMARK	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6.)
GRADE LEVEL EXPECTATION / BENCHMARK	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

CONTENT STANDARD / DOMAIN

MT.CC.W Writing Standards

.6.

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

CONTENT STANDARD / DOMAIN

MT.CC.W. Writing Standards

ANDARD /	6.
OMAIN	

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

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

CONTENT STANDARD / **DOMAIN**

MT.CC.W Writing Standards

.6.

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

CONTENT STANDARD / **DOMAIN**

MT.CC.SL Speaking and Listening Standards

.6.

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

CONTENT STANDARD / DOMAIN

MT.CC.S Speaking and Listening Standards

BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION / BENCHMARK	SL.6.4.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
GRADE LEVEL EXPECTATION / BENCHMARK	SL.6.6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.(See grade 6 Language standards 1 and 3 for specific expectations.)

CONTENT S

MT.CC.L. Language Standards

TANDARD /	6.			
OMAIN				

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

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

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

BENCHMARK / STANDARD	Conventions of Standard English
GRADE LEVEL EXPECT ATION / BENCHMARK	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION L.6.2.b. Spell correctly.

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

BENCHMARK / STANDARD Vocabulary Acquisition and Use

GRADE LEVEL L.6.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade

EXPECT ATION 6 reading and content, choosing flexibly from a range of strategies.

/ BENCHMARK

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

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

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

BENCHMARK / STANDARD

CRADE LEVEL
EXPECTATION /
BENCHMARK

Vocabulary Acquisition and Use

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

UNIT 2: WRITING FROM NOTES Week 3 Page 27-36

Montana Content Standards Language Arts

Grade 6 - Adopted: 2011

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

BENCHMARK / Key Ideas and Details

.6.

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

GRADE LEVEL EXPECTATION / BENCHMARK	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
GRADE LEVEL EXPECTATION / BENCHMARK	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
CONTENT STANDARD / DOMAIN	MT.CC.RI .6.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION / BENCHMARK	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
GRADE LEVEL EXPECTATION / BENCHMARK	RI.6.5.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
CONTENT STANDARD / DOMAIN	MT.CC.RI .6.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION / BENCHMARK	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
CONTENT STANDARD / DOMAIN	MT.CC.W.	. Writing Standards
BENCHMARK / STANDARD		Text Types and Purposes
GRADE LEVEL	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information

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

CONTENT	MT.CC.W Writing Standards
ST ANDARD /	.6.
DOMAIN	

BENCHMARK / Production and Distribution of Writing STANDARD

GRADE LEVEL EXPECTATION / BENCHMARK	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.(Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION / BENCHMARK	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6.)
GRADE LEVEL EXPECTATION / BENCHMARK	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

MT.CC.W Writing Standards

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

CONTENT STANDARD / **DOMAIN**

MT.CC.W. Writing Standards

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

EXPECTATION

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

CONTENT STANDARD / **DOMAIN**

MT.CC.W Writing Standards

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

CONTENT STANDARD / DOMAIN

MT.CC.SL Speaking and Listening Standards

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

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

MT.CC.S Speaking and Listening Standards L.6.

BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION / BENCHMARK	SL.6.4.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
GRADE LEVEL EXPECTATION / BENCHMARK	SL.6.6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.(See grade 6 Language standards 1 and 3 for specific expectations.)

CONTENT STANDARD / DOMAIN

BENCHMARK /

6.

MT.CC.L. Language Standards

Conventions of Standard English

GRADE LEVEL EXPECTATION / BENCHMARK

L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

EXPECTATION L.6.1.e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

CONTENT STANDARD / DOMAIN

MT.CC.L. Language Standards 6.

BENCHMARK / STANDARD

Conventions of Standard English

GRADE LEVEL EXPECT ATION / BENCHMARK

Conventions of Standard English capitalization, punctuation, and spelling when writing.

EXPECTATION L.6.2.b. Spell correctly.

CONTENT STANDARD / DOMAIN

MT.CC.L. Language Standards

6.

BENCHMARK / STANDARD	Vocabulary Acquisition and Use
GRADE LEVEL EXPECT ATION / BENCHMARK	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).

MT.CC.L. Language Standards 6.

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

UNIT 3: RETELLING NARRATIVE STORIES Week 4 Page 37-44

Montana Content Standards Language Arts

Grade 6 - Adopted: 2011

CONTENT STANDARD / DOMAIN $\mbox{MT.CC.R}$ Reading Standards for Literature L.6.

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

CONTENT STANDARD / DOMAIN

 $\mbox{MT.CC.R}$ Reading Standards for Literature L.6.

BENCHMARK / STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION / BENCHMARK	RL.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
GRADE LEVEL EXPECTATION / BENCHMARK	RL.6.5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
GRADE LEVEL EXPECTATION / BENCHMARK	RL.6.6.	Explain how an author develops the point of view of the narrator or speaker in a text.

$\mbox{MT.CC.R}$ Reading Standards for Literature L.6.

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

CONTENT STANDARD / DOMAIN

MT.CC.W. Writing Standards

6.

BENCHMARK / STANDARD	Text Types and Purposes
GRADE LEVEL EXPECT ATION / BENCHMARK	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.b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

CONTENT STANDARD / DOMAIN

MT.CC.W. Writing Standards

6.

BENCHMARK / STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION / BENCHMARK	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.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
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 / DOMAIN

MT.CC.W Writing Standards

.6.

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

GRADE LEVEL EXPECTATION / BENCHMARK	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
CONTENT STANDARD / DOMAIN	MT.CC.W	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION / BENCHMARK	W.6.8.	Gather relevant information from multiple oral, print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
CONTENT STANDARD / DOMAIN	MT.CC.W	Writing Standards
BENCHMARK / STANDARD		Range of Writing
GRADE LEVEL EXPECTATION / BENCHMARK	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN	MT.CC.S	L Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECT ATION / BENCHMARK	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.
STANDARD /	MT.CC.S L.6.	Speaking and Listening Standards
CONTENT STANDARD / DOMAIN BENCHMARK / STANDARD	L.6.	Speaking and Listening Standards Presentation of Knowledge and Ideas

BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION / BENCHMARK	SL.6.4.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
GRADE LEVEL EXPECTATION / BENCHMARK	SL.6.6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.(See grade 6 Language standards 1 and 3 for specific expectations.)

MT.CC.L. Language Standards 6.

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

CONTENT STANDARD / DOMAIN

MT.CC.L. Language Standards 6.

BENCHMARK / STANDARD	Conventions of Standard English
GRADE LEVEL EXPECT ATION / BENCHMARK	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION L.6.2.b. Spell correctly.

CONTENT STANDARD / DOMAIN

BENCHMARK /

STANDARD

MT.CC.L. Language Standards

Vocabulary Acquisition and Use

GRADE LEVEL L.6.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade EXPECTATION / BENCHMARK

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

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

CONTENT STANDARD / DOMAIN

MT.CC.L. Language Standards 6.

BENCHMARK / Vocabulary Acquisition and Use
STANDARD

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

UNIT 3: RETELLING NARRATIVE STORIES Week 5 Page 45-52

Montana Content Standards

Language Arts

Grade 6 - Adopted: 2011

MT.CC.R Reading Standards for Literature L.6.

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

CONTENT STANDARD / **DOMAIN**

MT.CC.R Reading Standards for Literature L.6.

BENCHMARK / STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION / BENCHMARK	RL.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
GRADE LEVEL EXPECTATION / BENCHMARK	RL.6.5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
GRADE LEVEL EXPECTATION /	RL.6.6.	Explain how an author develops the point of view of the narrator or speaker in a text.

CONTENT STANDARD / **DOMAIN**

BENCHMARK /

BENCHMARK

MT.CC.R Reading Standards for Literature L.6.

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

CONTENT STANDARD / **DOMAIN**

BENCHMARK

MT.CC.W. Writing Standards

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

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

MT.CC.W. Writing Standards 6.

BENCHMARK / STANDARD		Text Types and Purposes
GRADE LEVEL EXPECT ATION / BENCHMARK	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.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
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 / DOMAIN

MT.CC.W Writing Standards

.6.

BENCHMARK / STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION / BENCHMARK	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.(Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION / BENCHMARK	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6.)
GRADE LEVEL EXPECTATION / BENCHMARK	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

CONTENT STANDARD / DOMAIN

MT.CC.W Writing Standards

.6.

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

CONTENT STANDARD / DOMAIN

MT.CC.W Writing Standards

.6.

BENCHMARK /	Range of Writing
STANDARD	

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

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

MT.CC.S Speaking and Listening Standards

BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION / BENCHMARK	SL.6.4.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
GRADE LEVEL EXPECTATION / BENCHMARK	SL.6.6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.(See grade 6 Language standards 1 and 3 for specific expectations.)

CONTENT STANDARD / DOMAIN

MT.CC.L. Language Standards

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

CONTENT STANDARD / DOMAIN

MT.CC.L. Language Standards

BENCHMARK /	Conventions of Standard English
	Controller of Continual a Linguistic
STANDARD	

GRADE LEVEL EXPECT ATION / BENCHMARK L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
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EXPECTATION L.6.2.b. Spell correctly.

CONTENT STANDARD / **DOMAIN**

MT.CC.L. Language Standards

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

CONTENT STANDARD / DOMAIN

MT.CC.L. Language Standards 6.

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

UNIT 3: RETELLING NARRATIVE STORIES Week 6 Page 53-60

Montana Content Standards Language Arts Grade 6 - Adopted: 2011

CONTENT STANDARD / **DOMAIN**

MT.CC.R Reading Standards for Literature L.6.

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

CONTENT STANDARD / **DOMAIN**

MT.CC.R Reading Standards for Literature

L.6.

BENCHMARK / STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION / BENCHMARK	RL.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
GRADE LEVEL EXPECTATION / BENCHMARK	RL.6.5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
GRADE LEVEL EXPECTATION / BENCHMARK	RL.6.6.	Explain how an author develops the point of view of the narrator or speaker in a text.

MT.CC.R Reading Standards for Literature

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

CONTENT STANDARD / **DOMAIN**

MT.CC.W. Writing Standards

6.

BENCHMARK / STANDARD	Text Types and Purposes
GRADE LEVEL EXPECTATION / BENCHMARK	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.b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

CONTENT STANDARD / **DOMAIN**

6.

MT.CC.W. Writing Standards

BENCHMARK / **Text Types and Purposes** STANDARD

STANDARD		
GRADE LEVEL EXPECTATION / BENCHMARK	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.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
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.

MT.CC.W Writing Standards

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.6.			

BENCHMARK / STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION / BENCHMARK	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.(Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION / BENCHMARK	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6.)
GRADE LEVEL EXPECTATION / BENCHMARK	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

CONTENT STANDARD / DOMAIN

MT.CC.W Writing Standards

.6.

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

CONTENT STANDARD / DOMAIN

MT.CC.W Writing Standards

.6.

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

CONTENT STANDARD / DOMAIN

MT.CC.SL Speaking and Listening Standards

.6.

BENCHMARK / STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECT ATION / BENCHMARK	PECTATION with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expre	
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

L.6.4.d.

context or in a dictionary).

$\mbox{MT.CC.S}$ Speaking and Listening Standards L.6.

DOMAIN		
BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION / BENCHMARK	SL.6.4.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
GRADE LEVEL EXPECTATION / BENCHMARK	SL.6.6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.(See grade 6 Language standards 1 and 3 for specific expectations.)
CONTENT STANDARD / DOMAIN	MT.CC.L. 6.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / BENCHMARK	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
EXPECTATION	L.6.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
CONTENT STANDARD / DOMAIN	MT.CC.L. 6.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / BENCHMARK	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.6.2.b.	Spell correctly.
CONTENT STANDARD / DOMAIN	MT.CC.L. 6.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / BENCHMARK	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	L.6.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

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

MT.CC.L. Language Standards 6.

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

UNIT 4: SUMMARIZING A REFERENCE Week 7 Page 61-74

Montana Content Standards Language Arts Grade 6 - Adopted: 2011

CONTENT STANDARD / DOMAIN

MT CC PI Peading Standards for Informational Text

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.6.				

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

CONTENT STANDARD / DOMAIN

MT.CC.RI Reading Standards for Informational Text

.6.

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

CONTENT STANDARD / **DOMAIN**

MT.CC.RI Reading Standards for Informational Text

.6.

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

MT.CC.W. Writing Standards 6.

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

CONTENT STANDARD / DOMAIN

MT.CC.W Writing Standards

BENCHMARK / STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION / BENCHMARK	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.(Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION / BENCHMARK	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6.)
GRADE LEVEL EXPECTATION / BENCHMARK	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

CONTENT STANDARD / DOMAIN

MT.CC.W Writing Standards

.6.

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

STANDARD / .6. DOMAIN

BENCHMARK / STANDARD	Range of Writing		
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GRADE LEVEL EXPECTATION / BENCHMARK	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN	MT.CC.SL	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / BENCHMARK	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.6.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.6.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
CONTENT STANDARD / DOMAIN	MT.CC.L. 6.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / BENCHMARK	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
EXPECTATION	L.6.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
CONTENT STANDARD / DOMAIN	MT.CC.L. 6.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / BENCHMARK	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.6.2.b.	Spell correctly.
CONTENT STANDARD / DOMAIN	MT.CC.L. 6.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

GRADE LEVEL EXPECT ATION / BENCHMARK

L.6.4.

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).

MT.CC.L. Language Standards 6.

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

UNIT 4: SUMMARIZING A REFERENCE Week 8 Page 75-80

Montana Content Standards Language Arts

Grade 6 - Adopted: 2011

CONTENT STA DON

MT.CC.RI Reading Standards for Informational Text

ANDARD /	.6.					
MAIN						

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

CONTENT STANDARD / **DOMAIN**

BENCHMARK /

BENCHMARK

.6.

MT.CC.RI Reading Standards for Informational Text

Craft and Structure

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

RI.6.5. **GRADE LEVEL** Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and EXPECTATION / contributes to the development of the ideas. BENCHMARK

CONTENT STANDARD / **DOMAIN**

MT.CC.RI Reading Standards for Informational Text

BENCHMARK / STANDARD	Integration of Knowledge and Ideas
GRADE LEVEL RI.6.7. EXPECTATION / BENCHMARK	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.

MT.CC.W. Writing Standards

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

CONTENT STANDARD / DOMAIN MT.CC.W Writing Standards

.6.

BENCHMARK / STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION / BENCHMARK	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.(Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION / BENCHMARK	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6.)
GRADE LEVEL EXPECTATION / BENCHMARK	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

CONTENT MT STANDARD / .6. DOMAIN

MT.CC.W Writing Standards

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

MT.CC.W Writing Standards .6.

BENCHMARK / STANDARD		Range of Writing
GRADE LEVEL	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a

EXPECTATION / BENCHMARK

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

CONTENT STANDARD / **DOMAIN**

MT.CC.SL Speaking and Listening Standards

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

CONTENT STANDARD / **DOMAIN**

MT.CC.L. Language Standards

6.

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

CONTENT STANDARD / **DOMAIN**

MT.CC.L. Language Standards

6.

BENCHMARK / STANDARD	Conventions of Standard English
GRADE LEVEL EXPECT ATION / BENCHMARK	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION L.6.2.b. Spell correctly.

CONTENT STANDARD / **DOMAIN**

MT.CC.L. Language Standards

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

MT.CC.L. Language Standards

6.

BENCHMARK / STANDARD	Vocabulary Acquisition and Us	е
GRADE LEVEL L.6. EXPECTATION / BENCHMARK	, , ,	appropriate general academic and domain-specific words and phrases; gather dering a word or phrase important to comprehension or expression.

UNIT 4: SUMMARIZING A REFERENCE Week 9 Page 81-88

Montana Content Standards Language Arts

Grade 6 - Adopted: 2011

CONTENT STANDARD / DOMAIN

BENCHMARK /

 $\ensuremath{\mathsf{MT.CC.RI}}$ Reading Standards for Informational Text .6.

Key Ideas and Details

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

BENCHMARK		
GRADE LEVEL EXPECTATION / BENCHMARK	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
GRADE LEVEL EXPECTATION /	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

CONTENT STANDARD / DOMAIN

BENCHMARK

MT.CC.RI Reading Standards for Informational Text .6.

BENCHMARK / STANDARD

Craft and Structure

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

BENCHMARK

GRADE LEVEL EXPECTATION / BENCHMARK	RI.6.5.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
CONTENT STANDARD / DOMAIN	MT.CC.RI	Reading Standards for Informational Text
BENCHMARK / STANDARD		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION / BENCHMARK	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
CONTENT STANDARD / DOMAIN	MT.CC.W 6.	7. Writing Standards
BENCHMARK / STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION / BENCHMARK	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	W.6.2.a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CONTENT STANDARD / DOMAIN	MT.CC.W .6.	Writing Standards
BENCHMARK / STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION / BENCHMARK	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.(Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION / BENCHMARK	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6.)
GRADE LEVEL EXPECTATION / BENCHMARK	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
CONTENT STANDARD /	MT.CC.W	Writing Standards

STANDARD / .6. DOMAIN

BENCHMARK / STANDARD Research to Build and Present Knowledge

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

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

MT.CC.SL Speaking and Listening Standards

.6.

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

CONTENT STANDARD / DOMAIN

MT.CC.L. Language Standards

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

CONTENT STANDARD / DOMAIN

MT.CC.L. Language Standards 6.

BENCHMARK / STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / BENCHMARK	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION L.6.2.b. Spell correctly.

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

6

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

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

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

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

Montana Content Standards Language Arts Grade 6 - Adopted: 2011

CONTENT STANDARD / DOMAIN ${\bf MT.CC.RI}\ {\bf Reading}\ {\bf Standards}\ {\bf for}\ {\bf Informational}\ {\bf Text}$

.6.

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

GRADE LEVEL

BENCHMARK

EXPECTATION /

W.6.6.

$\mbox{MT.CC.RI}$ Reading Standards for Informational Text .6.

STANDARD / DOMAIN	.6.	
BENCHMARK / STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION / BENCHMARK	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
CONTENT STANDARD / DOMAIN	MT.CC.RI	Reading Standards for Informational Text
BENCHMARK / STANDARD		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION / BENCHMARK	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
CONTENT STANDARD / DOMAIN	MT.CC.W	. Writing Standards
BENCHMARK / STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION / BENCHMARK	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	W.6.2.a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CONTENT STANDARD / DOMAIN	MT.CC.W	Writing Standards
BENCHMARK / STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION / BENCHMARK	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.(Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION / BENCHMARK	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6.)

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

others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

MT.CC.W Writing Standards .6.

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

CONTENT STANDARD / **DOMAIN**

BENCHMARK /

MT.CC.W Writing Standards .6.

Range of Writing

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

CONTENT STANDARD / **DOMAIN**

6.

BENCHMARK

MT.CC.L. Language Standards

BENCHMARK / Conventions of Standard English

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

EXPECTATION L.6.1.e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

CONTENT STANDARD / **DOMAIN**

MT.CC.L. Language Standards

BENCHMARK / **Conventions of Standard English STANDARD GRADE LEVEL** L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and **EXPECTATION** spelling when writing. / BENCHMARK

EXPECTATION L.6.2.b. Spell correctly.

CONTENT STANDARD / **DOMAIN**

MT.CC.L. Language Standards

BENCHMARK / **Vocabulary Acquisition and Use STANDARD**

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

MT.CC.L. Language Standards

6.

.6.

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

UNIT 5: WRITING FROM PICTURES Week 11 Page 99-106

Montana Content Standards Language Arts Grade 6 - Adopted: 2011

CONTENT STANDARD / DOMAIN

BENCHMARK /

STANDARD

MT.CC.RI Reading Standards for Informational Text

Key Ideas and Details

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

CONTENT STANDARD / DOMAIN

BENCHMARK

MT.CC.RI Reading Standards for Informational Text .6.

BENCHMARK / STANDARD

Craft and Structure

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

BENCHMARK

$\mbox{MT.CC.RI}$ Reading Standards for Informational Text .6.

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

CONTENT STANDARD / DOMAIN

MT.CC.W. Writing Standards

6.

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

CONTENT STANDARD / DOMAIN

MT.CC.W Writing Standards

.6.

BENCHMARK / STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION / BENCHMARK	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.(Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION / BENCHMARK	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6.)
GRADE LEVEL EXPECTATION / BENCHMARK	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

CONTENT STANDARD / DOMAIN

MT.CC.W Writing Standards

.6.

BENCHMARK / STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION / BENCHMARK	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. Include sources and/or topics by and about American Indians.

GRADE LEVEL EXPECTATION / BENCHMARK	W.6.8.	Gather relevant information from multiple oral, print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
CONTENT STANDARD / DOMAIN	MT.CC.W .6.	Writing Standards
BENCHMARK / STANDARD		Range of Writing
GRADE LEVEL EXPECTATION / BENCHMARK	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN	MT.CC.L. 6.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
GRADE LEVEL EXPECT ATION / BENCHMARK	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
EXPECTATION	L.6.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
CONTENT STANDARD / DOMAIN	MT.CC.L. 6.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / BENCHMARK	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.6.2.b.	Spell correctly.
CONTENT STANDARD / DOMAIN	MT.CC.L. 6.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / BENCHMARK	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	L.6.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

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

EXPECTATION

context or in a dictionary).

MT.CC.L. Language Standards 6.

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

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

Montana Content Standards Language Arts

Grade 6 - Adopted: 2011

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

STANDAND /	L.U.
DOMAIN	

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

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

BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
GRADE LEVEL	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 hand proficiently, with scaffolding as needed at the high end of the range

CONTENT STANDARD / DOMAIN

BENCHMARK

MT.CC.W. Writing Standards 6.

BENCHMARK / STANDARD

Text Types and Purposes

GRADE LEVEL EXPECTATION / BENCHMARK

Wite 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.

MT.CC.W. Writing Standards 6.

BENCHMARK / STANDARD		Text Types and Purposes	
GRADE LEVEL EXPECT ATION / BENCHMARK	W.6.3.	Vrite narratives to develop real or imagined experiences or events using effective technique, relevant lescriptive 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.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	
EXPECTATION	W.6.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.	

CONTENT STANDARD / DOMAIN

MT.CC.W Writing Standards

.6.

BENCHMARK / STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION / BENCHMARK	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.(Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION / BENCHMARK	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6.)
GRADE LEVEL EXPECTATION / BENCHMARK	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

CONTENT STANDARD / DOMAIN

MT.CC.W Writing Standards

.6.

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

CONTENT STANDARD / DOMAIN

MT.CC.L. Language Standards 6.

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

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

EXPECTATION L.6.1.e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

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

BENCHMARK / STANDARD		Conventions of Standard English	
GRADE LEVEL EXPECT ATION / BENCHMARK	-	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	

EXPECTATION L.6.2.b. Spell correctly.

CONTENT STANDARD / DOMAIN

BENCHMARK /

/ BENCHMARK

MT.CC.L. Language Standards

Vocabulary Acquisition and Use

clue to the meaning of a word or phrase.

STANDARD

GRADE LEVEL L.6.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade EXPECTATION 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

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

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

BENCHMARK / STANDARD

Vocabulary Acquisition and Use

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

BENCHMARK

UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 13 Page 115-126

Montana Content Standards

Language Arts

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

BENCHMARK / Key Ideas and Details

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

GRADE LEVEL EXPECTATION / BENCHMARK	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
GRADE LEVEL EXPECTATION / BENCHMARK	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

MT.CC.RI Reading Standards for Informational Text

RD /	.6.	

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

CONTENT STANDARD / **DOMAIN**

MT.CC.RI Reading Standards for Informational Text

.6.

BENCHMARK / STANDARD		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION / BENCHMARK	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
GRADE LEVEL EXPECTATION / BENCHMARK	RI.6.9.	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person). Include texts by and about American Indians.

CONTENT STANDARD / **DOMAIN**

MT.CC.W. Writing Standards

6.

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

CONTENT STANDARD / .6. DOMAIN

MT.CC.W Writing Standards

BENCHMARK / STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION / BENCHMARK	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.(Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION / BENCHMARK	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6.)
GRADE LEVEL EXPECTATION / BENCHMARK	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

MT.CC.W Writing Standards

.6.

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

CONTENT STANDARD / DOMAIN

MT.CC.W. Writing Standards

6.

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

EXPECTATION

W.6.9.a. Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").

CONTENT STANDARD / **DOMAIN**

MT.CC.W Writing Standards

.6.

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

CONTENT STANDARD / **DOMAIN**

MT.CC.SL Speaking and Listening Standards

.6.

BENCHMARK /	
STANDARD	

Comprehension and Collaboration

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

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

MT.CC.L. Language Standards 6.

BENCHMARK / STANDARD	Conventions of Standard English
GRADE LEVEL EXPECT ATION / BENCHMARK	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION L.6.2.b. Spell correctly.

CONTENT STANDARD / DOMAIN

MT.CC.L. Language Standards 6.

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

CONTENT M'STANDARD / 6.
DOMAIN

MT.CC.L. Language Standards

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

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Montana Content Standards Language Arts

Grade 6 - Adopted: 2011

CONTENT STANDARD / **DOMAIN**

MT.CC.RI Reading Standards for Informational Text

.6.		

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

CONTENT STANDARD / DOMAIN

MT.CC.RI Reading Standards for Informational Text

.6.

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

CONTENT STAND **DOMAIN**

MT.CC.RI Reading Standards for Informational Text

IDARD /	.6.		
AINI			

BENCHMARK / STANDARD		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION / BENCHMARK	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
GRADE LEVEL EXPECTATION / BENCHMARK	RI.6.9.	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person). Include texts by and about American Indians.

MT.CC.W. Writing Standards 6.

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

CONTENT STANDARD / DOMAIN

MT.CC.W Writing Standards

.6.

BENCHMARK / STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION / BENCHMARK	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.(Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION / BENCHMARK	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6.)
GRADE LEVEL EXPECTATION / BENCHMARK	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

CONTENT STANDARD / DOMAIN

MT.CC.W Writing Standards

.6.

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

CONTENT STANDARD / DOMAIN

MT.CC.W. Writing Standards

6.

BENCHMARK /	
ST VND VDD	

Research to Build and Present Knowledge

GRADE LEVEL EXPECTATION / BENCHMARK	W.6.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	W.6.9.a.	Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").
CONTENT STANDARD / DOMAIN	MT.CC.W .6.	Writing Standards
BENCHMARK / STANDARD		Range of Writing
GRADE LEVEL EXPECTATION / BENCHMARK	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN	MT.CC.SL .6.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / BENCHMARK	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.6.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.6.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
CONTENT STANDARD / DOMAIN	MT.CC.L. 6.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / BENCHMARK	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
EXPECTATION	L.6.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
CONTENT STANDARD / DOMAIN	MT.CC.L. 6.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / BENCHMARK	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION	L.6.2.b.	Spell correctly	١.

MT.CC.L. Language Standards 6.

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

CONTENT STANDARD / **DOMAIN**

MT.CC.L. Language Standards

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

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Montana Content Standards Language Arts Grade 6 - Adopted: 2011

CONTENT STANDARD / **DOMAIN**

.6.

MT.CC.RI Reading Standards for Informational Text

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

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

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

CONTENT STANDARD / .6. **DOMAIN**

MT.CC.RI Reading Standards for Informational Text

BENCHMARK /	Craft and Structure
STANDARD	

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

 ${\bf MT.CC.RI}\ {\bf Reading}\ {\bf Standards}\ {\bf for}\ {\bf Informational}\ {\bf Text}$

.6.

BENCHMARK / STANDARD		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION / BENCHMARK	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
GRADE LEVEL EXPECTATION / BENCHMARK	RI.6.9.	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person). Include texts by and about American Indians.

CONTENT STANDARD / DOMAIN

MT.CC.W. Writing Standards

6.

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

CONTENT STANDARD / **DOMAIN**

MT.CC.W Writing Standards

BENCHMARK / STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION / BENCHMARK	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.(Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION / BENCHMARK	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6.)
GRADE LEVEL EXPECTATION / BENCHMARK	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

MT.CC.W Writing Standards

.6.

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

CONTENT STANDARD / **DOMAIN**

MT.CC.W. Writing Standards

6.

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

EXPECTATION W.6.9.a. Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").

CONTENT STANDARD / **DOMAIN**

MT.CC.W Writing Standards

.6.

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

CONTENT STANDARD / **DOMAIN**

MT.CC.SL Speaking and Listening Standards

BENCHMARK / **Comprehension and Collaboration**

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

CONTENT STANDARD / **DOMAIN**

MT.CC.L. Language Standards

text, or issue under discussion.

6.

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

MT.CC.L. Language Standards 6.

BENCHMARK / STANDARD	Conventions of Standard English
GRADE LEVEL EXPECT ATION / BENCHMARK	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION L.6.2.b. Spell correctly.

CONTENT STANDARD / **DOMAIN**

MT.CC.L. Language Standards

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

Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a **EXPECTATION** 1.6.4 a clue to the meaning of a word or phrase.

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

CONTENT STANDARD / **DOMAIN**

MT.CC.L. Language Standards 6.

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

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Montana Content Standards Language Arts Grade 6 - Adopted: 2011

CONTENT STANDARD / **DOMAIN**

MT.CC.RI Reading Standards for Informational Text

.6.

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

MT.CC.RI Reading Standards for Informational Text

.6.

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

CONTENT STANDARD / DOMAIN

MT.CC.RI Reading Standards for Informational Text

.6.

BENCHMARK / STANDARD		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION / BENCHMARK	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
GRADE LEVEL EXPECTATION / BENCHMARK	RI.6.9.	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person). Include texts by and about American Indians.

CONTENT STANDARD / DOMAIN

MT.CC.W. Writing Standards

6.

BENCHMARK / STANDARD	Text Types and Purposes
GRADE LEVEL EXPECTATION / BENCHMARK	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.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CONTENT STANDARD / DOMAIN	MT.CC.W .6.	Writing Standards
BENCHMARK / STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION / BENCHMARK	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.(Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION / BENCHMARK	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6.)
GRADE LEVEL EXPECTATION / BENCHMARK	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
CONTENT STANDARD / DOMAIN	MT.CC.W	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION / BENCHMARK	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. Include sources and/or topics by and about American Indians.
GRADE LEVEL EXPECTATION / BENCHMARK	W.6.8.	Gather relevant information from multiple oral, print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
CONTENT STANDARD / DOMAIN	MT.CC.W	. Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION / BENCHMARK	W.6.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	W.6.9.a.	Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").
CONTENT STANDARD / DOMAIN	MT.CC.W .6.	Writing Standards

BENCHMARK / STANDARD

Range of Writing

GRADE LEVEL EXPECTATION / BENCHMARK	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN	MT.CC.SL	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / BENCHMARK	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.6.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.6.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
CONTENT STANDARD / DOMAIN	MT.CC.L. 6.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / BENCHMARK	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
EXPECTATION	L.6.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
CONTENT STANDARD / DOMAIN	MT.CC.L. 6.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / BENCHMARK	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.6.2.b.	Spell correctly.
CONTENT STANDARD / DOMAIN	MT.CC.L. 6.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

GRADE LEVEL EXPECT ATION / BENCHMARK

L.6.4.

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).

MT.CC.L. Language Standards

6.

BENCHMARK / STANDARD	Vocabulary Acquisition and Use
GRADE LEVEL L.6 EXPECTATION / BENCHMARK	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

UNIT 7: INVENTIVE WRITING Week 17 Page 159-164

Montana Content Standards Language Arts

Grade 6 - Adopted: 2011

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

6.

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

CONTENT STANDARD / DOMAIN

MT.CC.W Writing Standards

.6.

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

GRADE LEVEL EXPECTATION / BENCHMARK	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
CONTENT STANDARD / DOMAIN	MT.CC.W .6.	Writing Standards
BENCHMARK / STANDARD		Range of Writing
GRADE LEVEL EXPECTATION / BENCHMARK	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN	MT.CC.SL	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / BENCHMARK	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.6.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.6.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
CONTENT STANDARD / DOMAIN	MT.CC.L. 6.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / BENCHMARK	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
EXPECTATION	L.6.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
CONTENT STANDARD / DOMAIN	MT.CC.L. 6.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English

BENCHMARK / STANDARD		Conventions of Standard English
GRADE LEVEL EXPECT ATION / BENCHMARK	_	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION L.6.2.b. Spell correctly.

MT.CC.L. Language Standards 6.

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

UNIT 7: INVENTIVE WRITING Week 18 Page 165-172

Montana Content Standards Language Arts Grade 6 - Adopted: 2011

CONTENT STANDARD / **DOMAIN**

MT.CC.W. Writing Standards

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

MT.CC.W. Writing Standards

DOMAIN	0.	
BENCHMARK / STANDARD		Text Types and Purposes
GRADE LEVEL EXPECT ATION / BENCHMARK	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.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
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.

MT.CC.W Writing Standards

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BENCHMARK / STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION / BENCHMARK	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.(Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION / BENCHMARK	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6.)
GRADE LEVEL EXPECTATION / BENCHMARK	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

CONTENT STANDARD / DOMAIN

MT.CC.W Writing Standards

.6.

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

CONTENT STANDARD / DOMAIN

MT.CC.L. Language Standards

6.

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

CONTENT STANDARD / DOMAIN

MT.CC.L. Language Standards

6.

BENCHMARK / STANDARD	Conventions of Standard English
GRADE LEVEL EXPECT ATION / BENCHMARK	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION L.6.2.b. Spell correctly.

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

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

UNIT 7: INVENTIVE WRITING Week 19 Page 173-178

Montana Content Standards Language Arts

Grade 6 - Adopted: 2011

CONTENT STANDARD / DOMAIN

MT.CC.W. Writing Standards

6.

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

CONTENT STANDARD / DOMAIN

MT.CC.W Writing Standards

.6.

BENCHMARK / STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION / BENCHMARK	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.(Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION / BENCHMARK	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6.)
GRADE LEVEL EXPECTATION / BENCHMARK	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

CONTENT STANDARD / DOMAIN

MT.CC.W Writing Standards

.6.

BENCHMARK /	
STANDARD	

Range of Writing

GRADE LEVEL EXPECTATION / BENCHMARK

W.6.10.

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

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

6.

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

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

BENCHMARK / STANDARD	Conventions of Standard English
GRADE LEVEL EXPECTATION / BENCHMARK	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION L.6.2.b. Spell correctly.

6.

L.6.6.

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

BENCHMARK / Vocabulary Acquisition and Use
STANDARD

GRADE LEVEL EXPECTATION / BENCHMARK

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

UNIT 8: FORMAL ESSAY MODELS Week 20 Page 179-192

Montana Content Standards
Language Arts
Grade 6 - Adopted: 2011

MT.CC.RI Reading Standards for Informational Text

CONTENT STANDARD / DOMAIN

BENCHMARK /

Key Ideas and Details

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

GRADE LEVEL EXPECTATION / BENCHMARK	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
GRADE LEVEL EXPECTATION / BENCHMARK	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

 $\ensuremath{\mathsf{MT.CC.RI}}$ Reading Standards for Informational Text .6.

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

CONTENT STANDARD / DOMAIN

BENCHMARK

 ${\bf MT.CC.RI}\ {\bf Reading}\ {\bf Standards}\ {\bf for}\ {\bf Informational}\ {\bf Text}$

.6.

BENCHMARK / STANDARD		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION / BENCHMARK	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
GRADE LEVEL EXPECTATION / BENCHMARK	RI.6.9.	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person). Include texts by and about American Indians.

CONTENT STANDARD / DOMAIN

MT.CC.W. Writing Standards

6.

BENCHMARK / STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION / BENCHMARK	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	W.6.2.a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.6.2.e.	Establish and maintain a formal style.

EXPECTATION W.6.2.f. Provide a concluding statement or section that follows from the information or explanation presented.

CONTENT STANDARD / DOMAIN MT.CC.W Writing Standards

.6.

BENCHMARK / STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION / BENCHMARK	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.(Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION / BENCHMARK	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6.)
GRADE LEVEL EXPECTATION / BENCHMARK	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

CONTENT STANDARD / DOMAIN MT.CC.W Writing Standards

.6.

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

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

6.

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

EXPECTATION W.6.9.a. Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").

CONTENT STANDARD / DOMAIN MT.CC.W Writing Standards

.6.

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

MT.CC.L. Language Standards 6.

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

CONTENT STANDARD / DOMAIN

MT.CC.L. Language Standards

BENCHMARK / STANDARD	Conventions of Standard English
GRADE LEVEL EXPECT ATION / BENCHMARK	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION L.6.2.b. Spell correctly.

6.

CONTENT STANDARD / DOMAIN

BENCHMARK /

MT.CC.L. Language Standards

Vocabulary Acquisition and Use

GRADE LEVEL EXPECTATION / BENCHMARK

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

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

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

CONTENT STANDARD / DOMAIN

MT.CC.L. Language Standards 6.

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

UNIT 8: FORMAL ESSAY MODELS Week 21 Page 193-202

Montana Content Standards
Language Arts
Grade 6 - Adopted: 2011

$\mbox{MT.CC.RI}$ Reading Standards for Informational Text .6.

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

CONTENT STANDARD / DOMAIN

MT.CC.RI Reading Standards for Informational Text

.6.

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

CONTENT STANDARD / DOMAIN

MT.CC.RI Reading Standards for Informational Text

.6.

BENCHMARK / STANDARD		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION / BENCHMARK	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
GRADE LEVEL EXPECTATION / BENCHMARK	RI.6.9.	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person). Include texts by and about American Indians.

CONTENT STANDARD / DOMAIN

MT.CC.W. Writing Standards

6.

BENCHMARK / STANDARD	Text Types and Purposes
GRADE LEVEL EXPECT ATION / BENCHMARK	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.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.6.2.e.	Establish and maintain a formal style.
EXPECTATION	W.6.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.

MT.CC.W Writing Standards

.6.

BENCHMARK / STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION / BENCHMARK	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.(Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION / BENCHMARK	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6.)
GRADE LEVEL EXPECTATION / BENCHMARK	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

CONTENT STANDARD / **DOMAIN**

MT.CC.W Writing Standards

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

CONTENT STANDARD /

MT.CC.W. Writing Standards

6.

DOMAIN

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

EXPECTATION

W.6.9.a.

Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").

MT.CC.W Writing Standards

.6.

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

CONTENT STANDARD / **DOMAIN**

MT.CC.SL Speaking and Listening Standards

.6.

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

CONTENT STANDARD / **DOMAIN**

BENCHMARK /

MT.CC.L. Language Standards

Conventions of Standard English

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

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

strategies to improve expression in conventional language.

CONTENT STANDARD / **DOMAIN**

MT.CC.L. Language Standards

BENCHMARK / STANDARD	Conventions of Standard English
GRADE LEVEL EXPECTATION / BENCHMARK	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION L.6.2.b. Spell correctly.

6.

CONTENT STANDARD / DOMAIN

MT.CC.L. Language Standards

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

MT.CC.L. Language Standards 6.

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

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Montana Content Standards Language Arts

Grade 6 - Adopted: 2011

CONTENT STANDARD / DOMAIN $\mbox{MT.CC.R}$ Reading Standards for Literature L.6.

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

CONTENT STANDARD / DOMAIN

BENCHMARK

 $\mbox{MT.CC.R}$ Reading Standards for Literature L.6.

BENCHMARK / STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION / BENCHMARK	RL.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

GRADE LEVEL EXPECTATION / BENCHMARK	RL.6.5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
GRADE LEVEL EXPECTATION / BENCHMARK	RL.6.6.	Explain how an author develops the point of view of the narrator or speaker in a text.

MT.CC.R Reading Standards for Literature

L.6.

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

CONTENT STANDARD / **DOMAIN**

BENCHMARK /

MT.CC.RI Reading Standards for Informational Text .6.

Key Ideas and Details

STANDARD		
GRADE LEVEL EXPECTATION / BENCHMARK	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXPECTATION / BENCHMARK	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
GRADE LEVEL EXPECTATION /	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).

BENCHMARK

CONTENT STANDARD /

DOMAIN

MT.CC.RI Reading Standards for Informational Text

.6.

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

CONTENT STANDARD / **DOMAIN**

MT.CC.RI Reading Standards for Informational Text

.6.

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

MT.CC.W. Writing Standards 6.

BENCHMARK / STANDARD	Text Types and Purposes
GRADE LEVEL EXPECTATION / BENCHMARK	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.b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

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

6.

BENCHMARK / STANDARD		Text Types and Purposes
GRADE LEVEL EXPECT ATION / BENCHMARK	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.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
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 / DOMAIN

MT.CC.W Writing Standards

.6.

BENCHMARK / STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION / BENCHMARK	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.(Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION / BENCHMARK	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6.)
GRADE LEVEL EXPECTATION / BENCHMARK	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

CONTENT STANDARD / DOMAIN

MT.CC.W Writing Standards

.6.

BENCHMARK /	Research to Build and Present Knowledge
STANDARD	

GRADE LEVEL EXPECTATION / BENCHMARK	W.6.8.	Gather relevant information from multiple oral, print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	
CONTENT STANDARD / DOMAIN	MT.CC.W .6.	Writing Standards	
BENCHMARK / STANDARD		Range of Writing	
GRADE LEVEL EXPECTATION / BENCHMARK	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	
CONTENT STANDARD / DOMAIN	MT.CC.SL	Speaking and Listening Standards	
BENCHMARK / STANDARD		Comprehension and Collaboration	
GRADE LEVEL EXPECT ATION / BENCHMARK	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.	
EXPECTATION	SL.6.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	
EXPECTATION	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.	
EXPECTATION	SL.6.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.	
CONTENT STANDARD / DOMAIN	MT.CC.L. 6.	Language Standards	
BENCHMARK / STANDARD		Conventions of Standard English	
GRADE LEVEL EXPECTATION / BENCHMARK	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
EXPECTATION	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).	
EXPECTATION	L.6.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.	
CONTENT STANDARD / DOMAIN	MT.CC.L. 6.	Language Standards	
BENCHMARK / STANDARD		Conventions of Standard English	
GRADE LEVEL	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and	

GRADE LEVEL EXPECTATION BENCHMARK L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	STANDARD	Contentions of Standard English
	EXPECTATION	

EXPECTATION L.6.2.b. Spell correctly.

BENCHMARK / STANDARD

GRADE LEVEL EXPECT ATION / BENCHMARK

MT.CC.L. Language Standards 6.

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

EXPECTATION L.6.3.b. Maintain consistency in style and tone.

CONTENT STANDARD / **DOMAIN**

MT.CC.L. Language Standards

BENCHMARK /	Vocabulary Acquisition and Use	

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

CONTENT STANDARD / **DOMAIN**

MT.CC.L. Language Standards 6.

BENCHMARK / STANDARD	Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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

CONTENT STANDARD / MT.CC.L. Language Standards

6. **DOMAIN**

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

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Montana Content Standards Language Arts Grade 6 - Adopted: 2011

CONTENT STANDARD / **DOMAIN**

MT.CC.R Reading Standards for Literature

L.6.

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

MT.CC.R Reading Standards for Literature

BENCHMARK / STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION / BENCHMARK	RL.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
GRADE LEVEL EXPECTATION / BENCHMARK	RL.6.5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
GRADE LEVEL EXPECTATION /	RL.6.6.	Explain how an author develops the point of view of the narrator or speaker in a text.

CONTENT STANDARD / DOMAIN

BENCHMARK

MT.CC.R Reading Standards for Literature

/ L.C

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

CONTENT STANDARD / DOMAIN

$\mbox{MT.CC.RI}$ Reading Standards for Informational Text .6.

BENCHMARK / ST ANDARD

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

EXPECTATION / BENCHMARK

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

	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through
	examples or anecdotes).
MT.CC.RI	Reading Standards for Informational Text
	Craft and Structure
	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
MT.CC.RI	Reading Standards for Informational Text
	Integration of Knowledge and Ideas
	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
MT.CC.W.	Writing Standards
6.	
	Text Types and Purposes
6.	Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information
W.6.2. W.6.2.b.	Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
W.6.2. W.6.2.b.	Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
W.6.2. W.6.2.b.	Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Writing Standards
W.6.2.b. MT.CC.W. 6.	Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Writing Standards Text Types and Purposes Write narratives to develop real or imagined experiences or events using effective technique, relevant
W.6.2.b. MT.CC.W. 6.	Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Writing Standards Text Types and Purposes Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an
W.6.2.b. MT.CC.W. 6. W.6.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or
	.6. RI.6.4. MT.CC.RI .6.

MT.CC.W Writing Standards

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.6.			

BENCHMARK / STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION / BENCHMARK	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.(Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION / BENCHMARK	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6.)
GRADE LEVEL EXPECTATION / BENCHMARK	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

CONTENT STANDARD / DOMAIN

MT.CC.W Writing Standards

.6.

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

CONTENT STANDARD / DOMAIN

MT.CC.W Writing Standards

.6.

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

CONTENT STANDARD / DOMAIN

MT.CC.SL Speaking and Listening Standards

.6.

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

MT.CC.L. Language Standards 6.

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

CONTENT STANDARD / DOMAIN

MT.CC.L. Language Standards 6.

BENCHMARK / STANDARD	Conventions of Standard English
GRADE LEVEL EXPECT ATION / BENCHMARK	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION L.6.2.b. Spell correctly.

CONTENT STANDARD / DOMAIN

MT.CC.L. Language Standards

6.

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

EXPECTATION L.6.3.b. Maintain consistency in style and tone.

CONTENT STANDARD / DOMAIN

MT.CC.L. Language Standards

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

CONTENT STANDARD / DOMAIN

MT.CC.L. Language Standards

BENCHMARK / Vocabulary Acquisition and Use STANDARD

GRADE LEVEL EXPECT ATION / BENCHMARK	L.6.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
EXPECTATION	L.6.5.a.	Interpret figures of speech (e.g., personification) in context.
CONTENT STANDARD / DOMAIN	MT.CC.L. 6.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / BENCHMARK	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		UNIT 9: FORMAL CRITIQUE Week 24 Page 231-334
		Montana Content Standards
		Language Arts
		Grade 6 - Adopted: 2011
CONTENT STANDARD / DOMAIN	MT.CC.R L.6.	Reading Standards for Literature
BENCHMARK / STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION / BENCHMARK	RL.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXPECTATION / BENCHMARK	RL.6.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

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

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

BENCHMARK / STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION / BENCHMARK	RL.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

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

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

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

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

${\bf MT.CC.RI}\ {\bf Reading}\ {\bf Standards}\ {\bf for}\ {\bf Informational}\ {\bf Text}$

.6.

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

CONTENT STANDARD / DOMAIN

$\label{eq:mt.cc.r} \textbf{MT.CC.RI Reading Standards for Informational Text}$

.6.

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

CONTENT STANDARD / DOMAIN

MT.CC.W Writing Standards

.6.

BENCHMARK / STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION / BENCHMARK	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6.)
GRADE LEVEL EXPECTATION / BENCHMARK	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

CONTENT STANDARD / DOMAIN

MT.CC.W Writing Standards

.6

BENCHMARK /	Range of Writing	
DENCHWARK /	Range of willing	
STANDARD		
STANDARD		

GRADE LEVEL EXPECTATION / BENCHMARK W.6.10.

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

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

6.

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

CONTENT STANDARD / DOMAIN

MT.CC.L. Language Standards 6.

BENCHMARK / STANDARD	Conventions of Standard English
GRADE LEVEL EXPECT ATION / BENCHMARK	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION L.6.2.b. Spell correctly.

CONTENT STANDARD / DOMAIN

MT.CC.L. Language Standards

6.

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

CONTENT STANDARD / DOMAIN

MT.CC.L. Language Standards

l 6.

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