

Structure and Style for Students

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

North Dakota Content Standards

Language Arts

Grade 6 - Adopted: 2017

CONTENT STANDARD

Reading Standards for Informational/Nonfiction Text

BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	6.RI.1.	Read closely to comprehend text

INDICATOR 6.RI.1.a. Cite textual evidence to support analysis of what the text says explicitly.(Textual evidence may include graphs, charts, diagrams, maps, pictures as well as text.)

INDICATOR 6.RI.1.b. Cite textual evidence to support inferences drawn from the text. (Textual evidence may include graphs, charts, diagrams, maps, pictures as well as text.)

INDICATOR 6.RI.1.c. Provide an objective (excluding personal opinions or judgments) summary of the text.

CONTENT STANDARD

Reading Standards for Informational/Nonfiction Text

BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	6.RI.2.	Determine a central idea of a text and explain how it is conveyed through particular details.

GRADE LEVEL EXPECTATION 6.RI.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

Reading Standards for Informational/Nonfiction Text

BENCHMARK		Craft and Structure
GRADE LEVEL EXPECTATION	6.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

GRADE LEVEL EXPECTATION 6.RI.5. Describe how a paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

CONTENT STANDARD

Reading Standards for Informational/Nonfiction Text

BENCHMARK		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	6.RI.7.	Integrate information presented in different media or formats (e.g., visuals, tables, charts, and graphs) as well as in written text to develop a coherent understanding of a topic or issue.

CONTENT STANDARD **Reading Standards for Informational/Nonfiction Text**

BENCHMARK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	6.RI.10.	By the end of grade 6, read and comprehend grade-level appropriate literature, in a variety of print genres and other media, proficiently and independently, with scaffolding as needed.

CONTENT STANDARD **Writing Standards**

BENCHMARK		Text Types and Purposes
GRADE LEVEL EXPECTATION	6.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	6.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

CONTENT STANDARD **Writing Standards**

BENCHMARK		Text Types and Purposes
GRADE LEVEL EXPECTATION	6.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
INDICATOR	6.W.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

CONTENT STANDARD **Writing Standards**

BENCHMARK		Production, Distribution, and Range of Writing
GRADE LEVEL EXPECTATION	6.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to a range of tasks, purposes, and audiences. (Grade-specific expectations for writing types are defined in standards 1–3.)
GRADE LEVEL EXPECTATION	6.W.5.	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 **Speaking and Listening Standards**

BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	6.SL.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.
INDICATOR	6.SL.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 explore and reflect on ideas being discussed.
INDICATOR	6.SL.1.b.	Follow rules for collaborative discussions, set specific goals and deadlines, and define individual roles as needed.
INDICATOR	6.SL.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue being discussed.

CONTENT STANDARD**Speaking and Listening Standards**

BENCHMARK		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	6.SL.4.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

CONTENT STANDARD**Language Standards**

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	6.L.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.
INDICATOR	6.L.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

CONTENT STANDARD**Language Standards**

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	6.L.6.	Acquire and accurately use 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

**North Dakota Content Standards
Language Arts
Grade 6 - Adopted: 2017**

CONTENT STANDARD**Reading Standards for Informational/Nonfiction Text**

BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	6.RI.1.	Read closely to comprehend text
INDICATOR	6.RI.1.a.	Cite textual evidence to support analysis of what the text says explicitly.(Textual evidence may include graphs, charts, diagrams, maps, pictures as well as text.)
INDICATOR	6.RI.1.b.	Cite textual evidence to support inferences drawn from the text. (Textual evidence may include graphs, charts, diagrams, maps, pictures as well as text.)
INDICATOR	6.RI.1.c.	Provide an objective (excluding personal opinions or judgments) summary of the text.

CONTENT STANDARD**Reading Standards for Informational/Nonfiction Text**

BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	6.RI.2.	Determine a central idea of a text and explain how it is conveyed through particular details.
GRADE LEVEL EXPECTATION	6.RI.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**Reading Standards for Informational/Nonfiction Text**

BENCHMARK		Craft and Structure
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GRADE LEVEL EXPECTATION	6.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
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GRADE LEVEL EXPECTATION	6.RI.5.	Describe how a paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
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CONTENT STANDARD**Reading Standards for Informational/Nonfiction Text**

BENCHMARK		Integration of Knowledge and Ideas
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GRADE LEVEL EXPECTATION	6.RI.7.	Integrate information presented in different media or formats (e.g., visuals, tables, charts, and graphs) as well as in written text to develop a coherent understanding of a topic or issue.
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CONTENT STANDARD**Reading Standards for Informational/Nonfiction Text**

BENCHMARK		Range of Reading and Level of Text Complexity
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GRADE LEVEL EXPECTATION	6.RI.10.	By the end of grade 6, read and comprehend grade-level appropriate literature, in a variety of print genres and other media, proficiently and independently, with scaffolding as needed.
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CONTENT STANDARD**Writing Standards**

BENCHMARK		Text Types and Purposes
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GRADE LEVEL EXPECTATION	6.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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INDICATOR	6.W.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 aid comprehension.
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INDICATOR	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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INDICATOR	6.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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CONTENT STANDARD**Writing Standards**

BENCHMARK		Text Types and Purposes
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GRADE LEVEL EXPECTATION	6.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
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INDICATOR	6.W.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
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CONTENT STANDARD**Writing Standards**

BENCHMARK		Production, Distribution, and Range of Writing
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GRADE LEVEL EXPECTATION	6.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to a range of tasks, purposes, and audiences. (Grade-specific expectations for writing types are defined in standards 1–3.)
GRADE LEVEL EXPECTATION	6.W.5.	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	6.W.6.	Use technology ³⁶ , including the Internet, to produce and publish grade-level writing as well as to interact and collaborate with others.

CONTENT STANDARD

Speaking and Listening Standards

BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	6.SL.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.
INDICATOR	6.SL.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 explore and reflect on ideas being discussed.
INDICATOR	6.SL.1.b.	Follow rules for collaborative discussions, set specific goals and deadlines, and define individual roles as needed.
INDICATOR	6.SL.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue being discussed.

CONTENT STANDARD

Speaking and Listening Standards

BENCHMARK		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	6.SL.4.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

CONTENT STANDARD

Language Standards

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	6.L.1.	Within the context of authentic English writing and speaking...
INDICATOR		Practice:
INDICATOR	6.L.1.j.	Resolve issues of complex or contested usage, consulting reliable references as needed.

CONTENT STANDARD

Language Standards

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	6.L.1.	Within the context of authentic English writing and speaking...
INDICATOR		Demonstrate proficiency in:
INDICATOR	6.L.1.k.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

CONTENT STANDARD

Language Standards

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	6.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR		Practice:

INDICATOR 6.L.2.b. Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations. (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts)

CONTENT STANDARD **Language Standards**

BENCHMARK		Knowledge of Language
GRADE LEVEL EXPECTATION	6.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

INDICATOR 6.L.3.b. Maintain consistency in style.

CONTENT STANDARD **Language Standards**

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	6.L.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.

INDICATOR 6.L.4.a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

CONTENT STANDARD **Language Standards**

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

**North Dakota Content Standards
Language Arts
Grade 6 - Adopted: 2017**

CONTENT STANDARD **Reading Standards for Informational/Nonfiction Text**

BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	6.RI.1.	Read closely to comprehend text

INDICATOR 6.RI.1.a. Cite textual evidence to support analysis of what the text says explicitly. (Textual evidence may include graphs, charts, diagrams, maps, pictures as well as text.)

INDICATOR 6.RI.1.b. Cite textual evidence to support inferences drawn from the text. (Textual evidence may include graphs, charts, diagrams, maps, pictures as well as text.)

INDICATOR 6.RI.1.c. Provide an objective (excluding personal opinions or judgments) summary of the text.

CONTENT STANDARD**Reading Standards for Informational/Nonfiction Text**

BENCHMARK		Key Ideas and Details
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GRADE LEVEL EXPECTATION	6.RI.2.	Determine a central idea of a text and explain how it is conveyed through particular details.
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GRADE LEVEL EXPECTATION	6.RI.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
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CONTENT STANDARD**Reading Standards for Informational/Nonfiction Text**

BENCHMARK		Craft and Structure
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GRADE LEVEL EXPECTATION	6.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
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GRADE LEVEL EXPECTATION	6.RI.5.	Describe how a paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
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CONTENT STANDARD**Reading Standards for Informational/Nonfiction Text**

BENCHMARK		Integration of Knowledge and Ideas
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GRADE LEVEL EXPECTATION	6.RI.7.	Integrate information presented in different media or formats (e.g., visuals, tables, charts, and graphs) as well as in written text to develop a coherent understanding of a topic or issue.
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CONTENT STANDARD**Reading Standards for Informational/Nonfiction Text**

BENCHMARK		Range of Reading and Level of Text Complexity
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GRADE LEVEL EXPECTATION	6.RI.10.	By the end of grade 6, read and comprehend grade-level appropriate literature, in a variety of print genres and other media, proficiently and independently, with scaffolding as needed.
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CONTENT STANDARD**Writing Standards**

BENCHMARK		Text Types and Purposes
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GRADE LEVEL EXPECTATION	6.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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INDICATOR	6.W.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 aid comprehension.
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INDICATOR	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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INDICATOR	6.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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CONTENT STANDARD**Writing Standards**

BENCHMARK		Text Types and Purposes
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GRADE LEVEL EXPECTATION	6.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
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INDICATOR 6.W.3.d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

CONTENT STANDARD

Writing Standards

BENCHMARK		Production, Distribution, and Range of Writing
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GRADE LEVEL EXPECTATION 6.W.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to a range of tasks, purposes, and audiences. (Grade-specific expectations for writing types are defined in standards 1–3.)

GRADE LEVEL EXPECTATION 6.W.5. 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 6.W.6. Use technology³⁶, including the Internet, to produce and publish grade-level writing as well as to interact and collaborate with others.

CONTENT STANDARD

Speaking and Listening Standards

BENCHMARK		Comprehension and Collaboration
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GRADE LEVEL EXPECTATION	6.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
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INDICATOR 6.SL.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 explore and reflect on ideas being discussed.

INDICATOR 6.SL.1.b. Follow rules for collaborative discussions, set specific goals and deadlines, and define individual roles as needed.

INDICATOR 6.SL.1.c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue being discussed.

CONTENT STANDARD

Speaking and Listening Standards

BENCHMARK		Presentation of Knowledge and Ideas
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GRADE LEVEL EXPECTATION 6.SL.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

CONTENT STANDARD

Language Standards

BENCHMARK		Conventions of Standard English
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GRADE LEVEL EXPECTATION	6.L.1.	Within the context of authentic English writing and speaking...
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INDICATOR **Practice:**

INDICATOR 6.L.1.j. Resolve issues of complex or contested usage, consulting reliable references as needed.

CONTENT STANDARD

Language Standards

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	6.L.1.	Within the context of authentic English writing and speaking...
INDICATOR		Demonstrate proficiency in:

INDICATOR 6.L.1.k. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

CONTENT STANDARD Language Standards

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	6.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR		Practice:

INDICATOR 6.L.2.b. Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations. (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts)

CONTENT STANDARD Language Standards

BENCHMARK		Knowledge of Language
GRADE LEVEL EXPECTATION	6.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

INDICATOR 6.L.3.b. Maintain consistency in style.

CONTENT STANDARD Language Standards

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	6.L.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.

INDICATOR 6.L.4.a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

CONTENT STANDARD Language Standards

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

CONTENT STANDARD Reading Standards for Literature/Fiction

BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	6.RL.1.	Read closely to comprehend text

INDICATOR	6.RL.1.a.	Cite textual evidence to support analysis of what the text says explicitly.
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INDICATOR	6.RL.1.b.	Cite textual evidence to support inferences drawn from the text.
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CONTENT STANDARD **Reading Standards for Literature/Fiction**

BENCHMARK		Key Ideas and Details
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GRADE LEVEL EXPECTATION	6.RL.2.	Determine a theme or central idea of a text and explain how it is conveyed through particular details.
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GRADE LEVEL EXPECTATION	6.RL.3.	Describe how a particular story's or drama's plot unfolds as well as how the characters respond or change as the plot moves toward a resolution.
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CONTENT STANDARD **Reading Standards for Literature/Fiction**

BENCHMARK		Craft and Structure
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GRADE LEVEL EXPECTATION	6.RL.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.
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GRADE LEVEL EXPECTATION	6.RL.6.	Explain how an author develops the point of view (e.g., first or third person narration, character's perspective) of the narrator or speaker in a text.
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CONTENT STANDARD **Reading Standards for Literature/Fiction**

BENCHMARK		Range of Reading and Level of Text Complexity
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GRADE LEVEL EXPECTATION	6.RL.10.	By the end of grade 6, read and comprehend grade-level appropriate literature, in a variety of print genres and other media, proficiently and independently, with scaffolding as needed.
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CONTENT STANDARD **Writing Standards**

BENCHMARK		Text Types and Purposes
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GRADE LEVEL EXPECTATION	6.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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INDICATOR	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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CONTENT STANDARD **Writing Standards**

BENCHMARK		Text Types and Purposes
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GRADE LEVEL EXPECTATION	6.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
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INDICATOR	6.W.3.a.	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
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INDICATOR	6.W.3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
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INDICATOR	6.W.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
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INDICATOR	6.W.3.e.	Provide a conclusion that follows from the narrated experiences or events.
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CONTENT STANDARD **Writing Standards**

BENCHMARK		Production, Distribution, and Range of Writing
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GRADE LEVEL EXPECTATION	6.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to a range of tasks, purposes, and audiences. (Grade-specific expectations for writing types are defined in standards 1–3.)
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GRADE LEVEL EXPECTATION	6.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
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GRADE LEVEL EXPECTATION	6.W.6.	Use technology ³⁶ , including the Internet, to produce and publish grade-level writing as well as to interact and collaborate with others.
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CONTENT STANDARD **Writing Standards**

BENCHMARK		Research to Build and Present Knowledge
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GRADE LEVEL EXPECTATION	6.W.8.	Gather relevant information from multiple print and digital sources.
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INDICATOR	6.W.8.b.	Quote or paraphrase the information and conclusions of others.
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CONTENT STANDARD **Speaking and Listening Standards**

BENCHMARK		Comprehension and Collaboration
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GRADE LEVEL EXPECTATION	6.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
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INDICATOR	6.SL.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 explore and reflect on ideas being discussed.
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INDICATOR	6.SL.1.b.	Follow rules for collaborative discussions, set specific goals and deadlines, and define individual roles as needed.
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INDICATOR	6.SL.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue being discussed.
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CONTENT STANDARD **Speaking and Listening Standards**

BENCHMARK		Presentation of Knowledge and Ideas
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GRADE LEVEL EXPECTATION	6.SL.4.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
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CONTENT STANDARD **Language Standards**

BENCHMARK		Conventions of Standard English
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GRADE LEVEL EXPECTATION	6.L.1.	Within the context of authentic English writing and speaking...
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INDICATOR		Practice:
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INDICATOR 6.L.1.j. Resolve issues of complex or contested usage, consulting reliable references as needed.

CONTENT STANDARD **Language Standards**

BENCHMARK		Conventions of Standard English
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GRADE LEVEL EXPECTATION	6.L.1.	Within the context of authentic English writing and speaking...
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INDICATOR		Demonstrate proficiency in:
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INDICATOR 6.L.1.k. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

CONTENT STANDARD **Language Standards**

BENCHMARK		Conventions of Standard English
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GRADE LEVEL EXPECTATION	6.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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INDICATOR		Practice:
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INDICATOR 6.L.2.b. Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations. (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts)

CONTENT STANDARD **Language Standards**

BENCHMARK		Conventions of Standard English
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GRADE LEVEL EXPECTATION	6.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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INDICATOR		Display proficiency in:
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INDICATOR 6.L.2.c. Use commas and quotation marks in dialogue.

CONTENT STANDARD **Language Standards**

BENCHMARK		Vocabulary Acquisition and Use
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GRADE LEVEL EXPECTATION	6.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
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INDICATOR 6.L.4.a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

CONTENT STANDARD **Reading Standards for Literature/Fiction**

BENCHMARK		Key Ideas and Details
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GRADE LEVEL EXPECTATION	6.RL.1.	Read closely to comprehend text
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INDICATOR 6.RL.1.a. Cite textual evidence to support analysis of what the text says explicitly.

INDICATOR 6.RL.1.b. Cite textual evidence to support inferences drawn from the text.

CONTENT STANDARD **Reading Standards for Literature/Fiction**

BENCHMARK		Key Ideas and Details
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GRADE LEVEL EXPECTATION 6.RL.2. Determine a theme or central idea of a text and explain how it is conveyed through particular details.

GRADE LEVEL EXPECTATION 6.RL.3. Describe how a particular story's or drama's plot unfolds as well as how the characters respond or change as the plot moves toward a resolution.

CONTENT STANDARD **Reading Standards for Literature/Fiction**

BENCHMARK		Craft and Structure
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GRADE LEVEL EXPECTATION 6.RL.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 6.RL.6. Explain how an author develops the point of view (e.g., first or third person narration, character's perspective) of the narrator or speaker in a text.

CONTENT STANDARD **Reading Standards for Literature/Fiction**

BENCHMARK		Range of Reading and Level of Text Complexity
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GRADE LEVEL EXPECTATION 6.RL.10. By the end of grade 6, read and comprehend grade-level appropriate literature, in a variety of print genres and other media, proficiently and independently, with scaffolding as needed.

CONTENT STANDARD **Writing Standards**

BENCHMARK		Text Types and Purposes
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GRADE LEVEL EXPECTATION	6.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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INDICATOR 6.W.2.b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

CONTENT STANDARD **Writing Standards**

BENCHMARK		Text Types and Purposes
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GRADE LEVEL EXPECTATION	6.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
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INDICATOR 6.W.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.

INDICATOR	6.W.3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
INDICATOR	6.W.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
INDICATOR	6.W.3.e.	Provide a conclusion that follows from the narrated experiences or events.

CONTENT STANDARD

Writing Standards

BENCHMARK		Production, Distribution, and Range of Writing
GRADE LEVEL EXPECTATION	6.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to a range of tasks, purposes, and audiences. (Grade-specific expectations for writing types are defined in standards 1–3.)
GRADE LEVEL EXPECTATION	6.W.5.	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	6.W.6.	Use technology ³⁶ , including the Internet, to produce and publish grade-level writing as well as to interact and collaborate with others.

CONTENT STANDARD

Writing Standards

BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	6.W.8.	Gather relevant information from multiple print and digital sources.

INDICATOR 6.W.8.b. Quote or paraphrase the information and conclusions of others.

CONTENT STANDARD

Speaking and Listening Standards

BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	6.SL.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.

INDICATOR 6.SL.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 explore and reflect on ideas being discussed.

INDICATOR 6.SL.1.b. Follow rules for collaborative discussions, set specific goals and deadlines, and define individual roles as needed.

INDICATOR 6.SL.1.c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue being discussed.

CONTENT STANDARD

Speaking and Listening Standards

BENCHMARK		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	6.SL.4.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

CONTENT STANDARD**Language Standards**

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	6.L.1.	Within the context of authentic English writing and speaking...
INDICATOR		Practice:

INDICATOR 6.L.1.j. Resolve issues of complex or contested usage, consulting reliable references as needed.

CONTENT STANDARD**Language Standards**

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	6.L.1.	Within the context of authentic English writing and speaking...
INDICATOR		Demonstrate proficiency in:

INDICATOR 6.L.1.k. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

CONTENT STANDARD**Language Standards**

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	6.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR		Practice:

INDICATOR 6.L.2.b. Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations. (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts)

CONTENT STANDARD**Language Standards**

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	6.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR		Display proficiency in:

INDICATOR 6.L.2.c. Use commas and quotation marks in dialogue.

CONTENT STANDARD**Language Standards**

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	6.L.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.

INDICATOR 6.L.4.a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

CONTENT STANDARD**Reading Standards for Literature/Fiction**

BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	6.RL.1.	Read closely to comprehend text

INDICATOR 6.RL.1.a. Cite textual evidence to support analysis of what the text says explicitly.

INDICATOR 6.RL.1.b. Cite textual evidence to support inferences drawn from the text.

CONTENT STANDARD**Reading Standards for Literature/Fiction**

BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	6.RL.2.	Determine a theme or central idea of a text and explain how it is conveyed through particular details.

GRADE LEVEL EXPECTATION 6.RL.3. Describe how a particular story's or drama's plot unfolds as well as how the characters respond or change as the plot moves toward a resolution.

CONTENT STANDARD**Reading Standards for Literature/Fiction**

BENCHMARK		Craft and Structure
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GRADE LEVEL EXPECTATION 6.RL.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 6.RL.6. Explain how an author develops the point of view (e.g., first or third person narration, character's perspective) of the narrator or speaker in a text.

CONTENT STANDARD**Reading Standards for Literature/Fiction**

BENCHMARK		Range of Reading and Level of Text Complexity
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GRADE LEVEL EXPECTATION 6.RL.10. By the end of grade 6, read and comprehend grade-level appropriate literature, in a variety of print genres and other media, proficiently and independently, with scaffolding as needed.

CONTENT STANDARD**Writing Standards**

BENCHMARK		Text Types and Purposes
GRADE LEVEL EXPECTATION	6.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

INDICATOR 6.W.2.b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

CONTENT STANDARD**Writing Standards**

BENCHMARK		Text Types and Purposes
GRADE LEVEL EXPECTATION	6.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

INDICATOR	6.W.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.
INDICATOR	6.W.3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
INDICATOR	6.W.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
INDICATOR	6.W.3.e.	Provide a conclusion that follows from the narrated experiences or events.

CONTENT STANDARD

Writing Standards

BENCHMARK		Production, Distribution, and Range of Writing
GRADE LEVEL EXPECTATION	6.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to a range of tasks, purposes, and audiences. (Grade-specific expectations for writing types are defined in standards 1–3.)
GRADE LEVEL EXPECTATION	6.W.5.	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	6.W.6.	Use technology ³⁶ , including the Internet, to produce and publish grade-level writing as well as to interact and collaborate with others.

CONTENT STANDARD

Writing Standards

BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	6.W.8.	Gather relevant information from multiple print and digital sources.

INDICATOR 6.W.8.b. Quote or paraphrase the information and conclusions of others.

CONTENT STANDARD

Speaking and Listening Standards

BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	6.SL.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.

INDICATOR 6.SL.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 explore and reflect on ideas being discussed.

INDICATOR 6.SL.1.b. Follow rules for collaborative discussions, set specific goals and deadlines, and define individual roles as needed.

INDICATOR 6.SL.1.c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue being discussed.

CONTENT STANDARD

Speaking and Listening Standards

BENCHMARK		Presentation of Knowledge and Ideas
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GRADE LEVEL EXPECTATION	6.SL.4.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
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CONTENT STANDARD

Language Standards

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	6.L.1.	Within the context of authentic English writing and speaking...
INDICATOR		Practice:

INDICATOR	6.L.1.j.	Resolve issues of complex or contested usage, consulting reliable references as needed.
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CONTENT STANDARD

Language Standards

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	6.L.1.	Within the context of authentic English writing and speaking...
INDICATOR		Demonstrate proficiency in:

INDICATOR	6.L.1.k.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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CONTENT STANDARD

Language Standards

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	6.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR		Practice:

INDICATOR	6.L.2.b.	Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations. (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts)
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CONTENT STANDARD

Language Standards

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	6.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR		Display proficiency in:

INDICATOR	6.L.2.c.	Use commas and quotation marks in dialogue.
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CONTENT STANDARD

Language Standards

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	6.L.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.

INDICATOR	6.L.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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**North Dakota Content Standards
Language Arts
Grade 6 - Adopted: 2017**

CONTENT STANDARD

Reading Standards for Informational/Nonfiction Text

BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	6.RI.1.	Read closely to comprehend text
INDICATOR	6.RI.1.a.	Cite textual evidence to support analysis of what the text says explicitly.(Textual evidence may include graphs, charts, diagrams, maps, pictures as well as text.)
INDICATOR	6.RI.1.b.	Cite textual evidence to support inferences drawn from the text. (Textual evidence may include graphs, charts, diagrams, maps, pictures as well as text.)
INDICATOR	6.RI.1.c.	Provide an objective (excluding personal opinions or judgments) summary of the text.

CONTENT STANDARD

Reading Standards for Informational/Nonfiction Text

BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	6.RI.2.	Determine a central idea of a text and explain how it is conveyed through particular details.
GRADE LEVEL EXPECTATION	6.RI.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

Reading Standards for Informational/Nonfiction Text

BENCHMARK		Craft and Structure
GRADE LEVEL EXPECTATION	6.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
GRADE LEVEL EXPECTATION	6.RI.5.	Describe how a paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

CONTENT STANDARD

Reading Standards for Informational/Nonfiction Text

BENCHMARK		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	6.RI.7.	Integrate information presented in different media or formats (e.g., visuals, tables, charts, and graphs) as well as in written text to develop a coherent understanding of a topic or issue.

CONTENT STANDARD

Reading Standards for Informational/Nonfiction Text

BENCHMARK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	6.RI.10.	By the end of grade 6, read and comprehend grade-level appropriate literature, in a variety of print genres and other media, proficiently and independently, with scaffolding as needed.

CONTENT STANDARD**Writing Standards**

BENCHMARK		Text Types and Purposes
GRADE LEVEL EXPECTATION	6.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	6.W.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 aid comprehension.
INDICATOR	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	6.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

CONTENT STANDARD**Writing Standards**

BENCHMARK		Text Types and Purposes
GRADE LEVEL EXPECTATION	6.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
INDICATOR	6.W.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

CONTENT STANDARD**Writing Standards**

BENCHMARK		Production, Distribution, and Range of Writing
GRADE LEVEL EXPECTATION	6.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to a range of tasks, purposes, and audiences. (Grade-specific expectations for writing types are defined in standards 1–3.)
GRADE LEVEL EXPECTATION	6.W.5.	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	6.W.6.	Use technology ³⁶ , including the Internet, to produce and publish grade-level writing as well as to interact and collaborate with others.

CONTENT STANDARD**Writing Standards**

BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	6.W.8.	Gather relevant information from multiple print and digital sources.
INDICATOR	6.W.8.b.	Quote or paraphrase the information and conclusions of others.

CONTENT STANDARD**Speaking and Listening Standards**

BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	6.SL.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.

INDICATOR	6.SL.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 explore and reflect on ideas being discussed.
INDICATOR	6.SL.1.b.	Follow rules for collaborative discussions, set specific goals and deadlines, and define individual roles as needed.
INDICATOR	6.SL.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue being discussed.

CONTENT STANDARD

Language Standards

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	6.L.1.	Within the context of authentic English writing and speaking...
INDICATOR		Practice:

INDICATOR	6.L.1.j.	Resolve issues of complex or contested usage, consulting reliable references as needed.
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CONTENT STANDARD

Language Standards

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	6.L.1.	Within the context of authentic English writing and speaking...
INDICATOR		Demonstrate proficiency in:

INDICATOR	6.L.1.k.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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CONTENT STANDARD

Language Standards

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	6.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR		Practice:

INDICATOR	6.L.2.b.	Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations. (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts)
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CONTENT STANDARD

Language Standards

BENCHMARK		Knowledge of Language
GRADE LEVEL EXPECTATION	6.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

INDICATOR	6.L.3.b.	Maintain consistency in style.
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CONTENT STANDARD

Language Standards

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	6.L.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.

INDICATOR	6.L.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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CONTENT STANDARD

Language Standards

BENCHMARK		Vocabulary Acquisition and Use
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GRADE LEVEL EXPECTATION	6.L.6.	Acquire and accurately use 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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**North Dakota Content Standards
Language Arts
Grade 6 - Adopted: 2017**

CONTENT STANDARD

Reading Standards for Informational/Nonfiction Text

BENCHMARK		Key Ideas and Details
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GRADE LEVEL EXPECTATION	6.RI.1.	Read closely to comprehend text
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INDICATOR	6.RI.1.a.	Cite textual evidence to support analysis of what the text says explicitly.(Textual evidence may include graphs, charts, diagrams, maps, pictures as well as text.)
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INDICATOR	6.RI.1.b.	Cite textual evidence to support inferences drawn from the text. (Textual evidence may include graphs, charts, diagrams, maps, pictures as well as text.)
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INDICATOR	6.RI.1.c.	Provide an objective (excluding personal opinions or judgments) summary of the text.
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CONTENT STANDARD

Reading Standards for Informational/Nonfiction Text

BENCHMARK		Key Ideas and Details
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GRADE LEVEL EXPECTATION	6.RI.2.	Determine a central idea of a text and explain how it is conveyed through particular details.
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GRADE LEVEL EXPECTATION	6.RI.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
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CONTENT STANDARD

Reading Standards for Informational/Nonfiction Text

BENCHMARK		Craft and Structure
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GRADE LEVEL EXPECTATION	6.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
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GRADE LEVEL EXPECTATION	6.RI.5.	Describe how a paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
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CONTENT STANDARD

Reading Standards for Informational/Nonfiction Text

BENCHMARK		Integration of Knowledge and Ideas
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GRADE LEVEL EXPECTATION	6.RI.7.	Integrate information presented in different media or formats (e.g., visuals, tables, charts, and graphs) as well as in written text to develop a coherent understanding of a topic or issue.
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CONTENT STANDARD

Reading Standards for Informational/Nonfiction Text

BENCHMARK		Range of Reading and Level of Text Complexity
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GRADE LEVEL EXPECTATION	6.RI.10.	By the end of grade 6, read and comprehend grade-level appropriate literature, in a variety of print genres and other media, proficiently and independently, with scaffolding as needed.
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CONTENT STANDARD

Writing Standards

BENCHMARK		Text Types and Purposes
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GRADE LEVEL EXPECTATION	6.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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INDICATOR	6.W.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 aid comprehension.
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INDICATOR	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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INDICATOR	6.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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CONTENT STANDARD

Writing Standards

BENCHMARK		Text Types and Purposes
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GRADE LEVEL EXPECTATION	6.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
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INDICATOR	6.W.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
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CONTENT STANDARD

Writing Standards

BENCHMARK		Production, Distribution, and Range of Writing
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GRADE LEVEL EXPECTATION	6.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to a range of tasks, purposes, and audiences. (Grade-specific expectations for writing types are defined in standards 1–3.)
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GRADE LEVEL EXPECTATION	6.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
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GRADE LEVEL EXPECTATION	6.W.6.	Use technology ³⁶ , including the Internet, to produce and publish grade-level writing as well as to interact and collaborate with others.
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CONTENT STANDARD

Writing Standards

BENCHMARK		Research to Build and Present Knowledge
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GRADE LEVEL EXPECTATION	6.W.8.	Gather relevant information from multiple print and digital sources.
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INDICATOR	6.W.8.b.	Quote or paraphrase the information and conclusions of others.
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CONTENT STANDARD

Speaking and Listening Standards

BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	6.SL.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.

INDICATOR	6.SL.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 explore and reflect on ideas being discussed.
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INDICATOR	6.SL.1.b.	Follow rules for collaborative discussions, set specific goals and deadlines, and define individual roles as needed.
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INDICATOR	6.SL.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue being discussed.
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CONTENT STANDARD

Language Standards

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	6.L.1.	Within the context of authentic English writing and speaking...

INDICATOR		Practice:
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INDICATOR	6.L.1.j.	Resolve issues of complex or contested usage, consulting reliable references as needed.
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CONTENT STANDARD

Language Standards

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	6.L.1.	Within the context of authentic English writing and speaking...

INDICATOR		Demonstrate proficiency in:
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INDICATOR	6.L.1.k.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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CONTENT STANDARD

Language Standards

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	6.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATOR		Practice:
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INDICATOR	6.L.2.b.	Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations. (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts)
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CONTENT STANDARD

Language Standards

BENCHMARK		Knowledge of Language
GRADE LEVEL EXPECTATION	6.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

INDICATOR	6.L.3.b.	Maintain consistency in style.
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CONTENT STANDARD **Language Standards**

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	6.L.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.

INDICATOR	6.L.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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CONTENT STANDARD **Language Standards**

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

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

**North Dakota Content Standards
Language Arts
Grade 6 - Adopted: 2017**

CONTENT STANDARD **Reading Standards for Informational/Nonfiction Text**

BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	6.RI.1.	Read closely to comprehend text

INDICATOR	6.RI.1.a.	Cite textual evidence to support analysis of what the text says explicitly.(Textual evidence may include graphs, charts, diagrams, maps, pictures as well as text.)
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INDICATOR	6.RI.1.b.	Cite textual evidence to support inferences drawn from the text. (Textual evidence may include graphs, charts, diagrams, maps, pictures as well as text.)
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INDICATOR	6.RI.1.c.	Provide an objective (excluding personal opinions or judgments) summary of the text.
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CONTENT STANDARD **Reading Standards for Informational/Nonfiction Text**

BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	6.RI.2.	Determine a central idea of a text and explain how it is conveyed through particular details.
GRADE LEVEL EXPECTATION	6.RI.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 **Reading Standards for Informational/Nonfiction Text**

BENCHMARK		Craft and Structure
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GRADE LEVEL EXPECTATION	6.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
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GRADE LEVEL EXPECTATION	6.RI.5.	Describe how a paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
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CONTENT STANDARD

Reading Standards for Informational/Nonfiction Text

BENCHMARK		Integration of Knowledge and Ideas
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GRADE LEVEL EXPECTATION	6.RI.7.	Integrate information presented in different media or formats (e.g., visuals, tables, charts, and graphs) as well as in written text to develop a coherent understanding of a topic or issue.
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CONTENT STANDARD

Reading Standards for Informational/Nonfiction Text

BENCHMARK		Range of Reading and Level of Text Complexity
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GRADE LEVEL EXPECTATION	6.RI.10.	By the end of grade 6, read and comprehend grade-level appropriate literature, in a variety of print genres and other media, proficiently and independently, with scaffolding as needed.
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CONTENT STANDARD

Writing Standards

BENCHMARK		Text Types and Purposes
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GRADE LEVEL EXPECTATION	6.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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INDICATOR	6.W.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 aid comprehension.
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INDICATOR	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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INDICATOR	6.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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CONTENT STANDARD

Writing Standards

BENCHMARK		Text Types and Purposes
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GRADE LEVEL EXPECTATION	6.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
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INDICATOR	6.W.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
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CONTENT STANDARD

Writing Standards

BENCHMARK		Production, Distribution, and Range of Writing
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GRADE LEVEL EXPECTATION	6.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to a range of tasks, purposes, and audiences. (Grade-specific expectations for writing types are defined in standards 1–3.)
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GRADE LEVEL EXPECTATION	6.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
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GRADE LEVEL EXPECTATION	6.W.6.	Use technology ³⁶ , including the Internet, to produce and publish grade-level writing as well as to interact and collaborate with others.
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CONTENT STANDARD

Writing Standards

BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	6.W.8.	Gather relevant information from multiple print and digital sources.

INDICATOR	6.W.8.b.	Quote or paraphrase the information and conclusions of others.
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INDICATOR	6.W.8.d.	Provide basic bibliographic information for sources.
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CONTENT STANDARD

Speaking and Listening Standards

BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	6.SL.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.

INDICATOR	6.SL.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 explore and reflect on ideas being discussed.
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INDICATOR	6.SL.1.b.	Follow rules for collaborative discussions, set specific goals and deadlines, and define individual roles as needed.
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INDICATOR	6.SL.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue being discussed.
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CONTENT STANDARD

Language Standards

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	6.L.1.	Within the context of authentic English writing and speaking...

INDICATOR		Introduce:
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INDICATOR	6.L.1.c.	Recognize and correct inappropriate shifts in pronoun number and person.
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CONTENT STANDARD

Language Standards

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	6.L.1.	Within the context of authentic English writing and speaking...

INDICATOR		Practice:
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INDICATOR	6.L.1.j.	Resolve issues of complex or contested usage, consulting reliable references as needed.
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CONTENT STANDARD**Language Standards**

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	6.L.1.	Within the context of authentic English writing and speaking...
INDICATOR		Demonstrate proficiency in:

INDICATOR 6.L.1.k Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

CONTENT STANDARD**Language Standards**

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	6.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR		Practice:

INDICATOR 6.L.2.b Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations. (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts)

CONTENT STANDARD**Language Standards**

BENCHMARK		Knowledge of Language
GRADE LEVEL EXPECTATION	6.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

INDICATOR 6.L.3.b Maintain consistency in style.

CONTENT STANDARD**Language Standards**

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	6.L.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.

INDICATOR 6.L.4.a Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

CONTENT STANDARD**Language Standards**

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

CONTENT STANDARD**Reading Standards for Informational/Nonfiction Text**

BENCHMARK		Key Ideas and Details
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GRADE LEVEL EXPECTATION	6.RI.1.	Read closely to comprehend text
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INDICATOR 6.RI.1.a. Cite textual evidence to support analysis of what the text says explicitly.(Textual evidence may include graphs, charts, diagrams, maps, pictures as well as text.)

INDICATOR 6.RI.1.b. Cite textual evidence to support inferences drawn from the text. (Textual evidence may include graphs, charts, diagrams, maps, pictures as well as text.)

CONTENT STANDARD **Reading Standards for Informational/Nonfiction Text**

BENCHMARK		Key Ideas and Details
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GRADE LEVEL EXPECTATION 6.RI.2. Determine a central idea of a text and explain how it is conveyed through particular details.

GRADE LEVEL EXPECTATION 6.RI.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 **Reading Standards for Informational/Nonfiction Text**

BENCHMARK		Craft and Structure
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GRADE LEVEL EXPECTATION 6.RI.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

CONTENT STANDARD **Reading Standards for Informational/Nonfiction Text**

BENCHMARK		Integration of Knowledge and Ideas
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GRADE LEVEL EXPECTATION 6.RI.7. Integrate information presented in different media or formats (e.g., visuals, tables, charts, and graphs) as well as in written text to develop a coherent understanding of a topic or issue.

CONTENT STANDARD **Reading Standards for Informational/Nonfiction Text**

BENCHMARK		Range of Reading and Level of Text Complexity
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GRADE LEVEL EXPECTATION 6.RI.10. By the end of grade 6, read and comprehend grade-level appropriate literature, in a variety of print genres and other media, proficiently and independently, with scaffolding as needed.

CONTENT STANDARD **Writing Standards**

BENCHMARK		Text Types and Purposes
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GRADE LEVEL EXPECTATION 6.W.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

INDICATOR 6.W.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 aid comprehension.

INDICATOR 6.W.2.b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

INDICATOR	6.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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CONTENT STANDARD **Writing Standards**

BENCHMARK		Text Types and Purposes
GRADE LEVEL EXPECTATION	6.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

INDICATOR	6.W.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
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CONTENT STANDARD **Writing Standards**

BENCHMARK		Production, Distribution, and Range of Writing
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GRADE LEVEL EXPECTATION	6.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to a range of tasks, purposes, and audiences. (Grade-specific expectations for writing types are defined in standards 1–3.)
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GRADE LEVEL EXPECTATION	6.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
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GRADE LEVEL EXPECTATION	6.W.6.	Use technology ³⁶ , including the Internet, to produce and publish grade-level writing as well as to interact and collaborate with others.
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CONTENT STANDARD **Language Standards**

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	6.L.1.	Within the context of authentic English writing and speaking...

INDICATOR		Introduce:
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INDICATOR	6.L.1.a.	Recognize and correct inappropriate shifts in verb tense.
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CONTENT STANDARD **Language Standards**

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	6.L.1.	Within the context of authentic English writing and speaking...

INDICATOR		Practice:
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INDICATOR	6.L.1.j.	Resolve issues of complex or contested usage, consulting reliable references as needed.
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CONTENT STANDARD **Language Standards**

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	6.L.1.	Within the context of authentic English writing and speaking...

INDICATOR		Demonstrate proficiency in:
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INDICATOR	6.L.1.k.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
INDICATOR	6.L.1.m.	Use verb tense to convey various times and sequences.
INDICATOR	6.L.1.o.	Explain the function of pronouns.

CONTENT STANDARD

Language Standards

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	6.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR		Practice:
INDICATOR	6.L.2.b.	Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations. (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts)

CONTENT STANDARD

Language Standards

BENCHMARK		Knowledge of Language
GRADE LEVEL EXPECTATION	6.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	6.L.3.b.	Maintain consistency in style.

CONTENT STANDARD

Language Standards

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	6.L.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.
INDICATOR	6.L.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.
INDICATOR	6.L.4.c.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

CONTENT STANDARD

Language Standards

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

CONTENT STANDARD

Reading Standards for Informational/Nonfiction Text

BENCHMARK		Key Ideas and Details
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GRADE LEVEL EXPECTATION	6.RI.1.	Read closely to comprehend text
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INDICATOR 6.RI.1.a. Cite textual evidence to support analysis of what the text says explicitly.(Textual evidence may include graphs, charts, diagrams, maps, pictures as well as text.)

INDICATOR 6.RI.1.b. Cite textual evidence to support inferences drawn from the text. (Textual evidence may include graphs, charts, diagrams, maps, pictures as well as text.)

CONTENT STANDARD **Reading Standards for Informational/Nonfiction Text**

BENCHMARK		Key Ideas and Details
------------------	--	------------------------------

GRADE LEVEL EXPECTATION 6.RI.2. Determine a central idea of a text and explain how it is conveyed through particular details.

GRADE LEVEL EXPECTATION 6.RI.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 **Reading Standards for Informational/Nonfiction Text**

BENCHMARK		Craft and Structure
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GRADE LEVEL EXPECTATION 6.RI.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

CONTENT STANDARD **Reading Standards for Informational/Nonfiction Text**

BENCHMARK		Integration of Knowledge and Ideas
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GRADE LEVEL EXPECTATION 6.RI.7. Integrate information presented in different media or formats (e.g., visuals, tables, charts, and graphs) as well as in written text to develop a coherent understanding of a topic or issue.

CONTENT STANDARD **Reading Standards for Informational/Nonfiction Text**

BENCHMARK		Range of Reading and Level of Text Complexity
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GRADE LEVEL EXPECTATION 6.RI.10. By the end of grade 6, read and comprehend grade-level appropriate literature, in a variety of print genres and other media, proficiently and independently, with scaffolding as needed.

CONTENT STANDARD **Writing Standards**

BENCHMARK		Text Types and Purposes
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GRADE LEVEL EXPECTATION	6.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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INDICATOR 6.W.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 aid comprehension.

INDICATOR 6.W.2.b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

INDICATOR	6.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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CONTENT STANDARD

Writing Standards

BENCHMARK		Text Types and Purposes
GRADE LEVEL EXPECTATION	6.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

INDICATOR	6.W.3.a.	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
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INDICATOR	6.W.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
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CONTENT STANDARD

Writing Standards

BENCHMARK		Production, Distribution, and Range of Writing
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GRADE LEVEL EXPECTATION	6.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to a range of tasks, purposes, and audiences. (Grade-specific expectations for writing types are defined in standards 1–3.)
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GRADE LEVEL EXPECTATION	6.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
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GRADE LEVEL EXPECTATION	6.W.6.	Use technology ³⁶ , including the Internet, to produce and publish grade-level writing as well as to interact and collaborate with others.
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CONTENT STANDARD

Language Standards

BENCHMARK		Conventions of Standard English
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GRADE LEVEL EXPECTATION	6.L.1.	Within the context of authentic English writing and speaking...
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INDICATOR		Practice:
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INDICATOR	6.L.1.j.	Resolve issues of complex or contested usage, consulting reliable references as needed.
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CONTENT STANDARD

Language Standards

BENCHMARK		Conventions of Standard English
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GRADE LEVEL EXPECTATION	6.L.1.	Within the context of authentic English writing and speaking...
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INDICATOR		Demonstrate proficiency in:
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INDICATOR	6.L.1.k.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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CONTENT STANDARD

Language Standards

BENCHMARK		Conventions of Standard English
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GRADE LEVEL EXPECTATION	6.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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INDICATOR		Practice:
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INDICATOR 6.L.2.b. Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations. (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts)

CONTENT STANDARD Language Standards

BENCHMARK		Knowledge of Language
GRADE LEVEL EXPECTATION	6.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

INDICATOR 6.L.3.b. Maintain consistency in style.

CONTENT STANDARD Language Standards

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	6.L.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.

INDICATOR 6.L.4.a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

CONTENT STANDARD Language Standards

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

**North Dakota Content Standards
Language Arts
Grade 6 - Adopted: 2017**

CONTENT STANDARD Reading Standards for Literature/Fiction

BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	6.RL.1.	Read closely to comprehend text

INDICATOR 6.RL.1.a. Cite textual evidence to support analysis of what the text says explicitly.

INDICATOR 6.RL.1.b. Cite textual evidence to support inferences drawn from the text.

CONTENT STANDARD Reading Standards for Literature/Fiction

BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	6.RL.2.	Determine a theme or central idea of a text and explain how it is conveyed through particular details.

GRADE LEVEL EXPECTATION	6.RL.3.	Describe how a particular story's or drama's plot unfolds as well as how the characters respond or change as the plot moves toward a resolution.
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CONTENT STANDARD **Reading Standards for Literature/Fiction**

BENCHMARK		Range of Reading and Level of Text Complexity
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GRADE LEVEL EXPECTATION	6.RL.10.	By the end of grade 6, read and comprehend grade-level appropriate literature, in a variety of print genres and other media, proficiently and independently, with scaffolding as needed.
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CONTENT STANDARD **Writing Standards**

BENCHMARK		Text Types and Purposes
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GRADE LEVEL EXPECTATION	6.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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INDICATOR	6.W.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 aid comprehension.
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CONTENT STANDARD **Writing Standards**

BENCHMARK		Text Types and Purposes
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GRADE LEVEL EXPECTATION	6.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
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INDICATOR	6.W.3.a.	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
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INDICATOR	6.W.3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
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INDICATOR	6.W.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
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CONTENT STANDARD **Writing Standards**

BENCHMARK		Production, Distribution, and Range of Writing
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GRADE LEVEL EXPECTATION	6.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to a range of tasks, purposes, and audiences. (Grade-specific expectations for writing types are defined in standards 1–3.)
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GRADE LEVEL EXPECTATION	6.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
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GRADE LEVEL EXPECTATION	6.W.6.	Use technology ³⁶ , including the Internet, to produce and publish grade-level writing as well as to interact and collaborate with others.
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CONTENT STANDARD **Language Standards**

BENCHMARK		Conventions of Standard English
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GRADE LEVEL EXPECTATION	6.L.1.	Within the context of authentic English writing and speaking...
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INDICATOR		Practice:
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INDICATOR	6.L.1.h.	Ensure pronoun-antecedent agreement.
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INDICATOR	6.L.1.j.	Resolve issues of complex or contested usage, consulting reliable references as needed.
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CONTENT STANDARD **Language Standards**

BENCHMARK		Conventions of Standard English
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GRADE LEVEL EXPECTATION	6.L.1.	Within the context of authentic English writing and speaking...
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INDICATOR		Demonstrate proficiency in:
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INDICATOR	6.L.1.k.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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CONTENT STANDARD **Language Standards**

BENCHMARK		Conventions of Standard English
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GRADE LEVEL EXPECTATION	6.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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INDICATOR		Practice:
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INDICATOR	6.L.2.b.	Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations. (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts)
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CONTENT STANDARD **Language Standards**

BENCHMARK		Vocabulary Acquisition and Use
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GRADE LEVEL EXPECTATION	6.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
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INDICATOR	6.L.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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**North Dakota Content Standards
Language Arts
Grade 6 - Adopted: 2017**

CONTENT STANDARD **Reading Standards for Informational/Nonfiction Text**

BENCHMARK		Key Ideas and Details
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GRADE LEVEL EXPECTATION	6.RI.1.	Read closely to comprehend text
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INDICATOR	6.RI.1.a.	Cite textual evidence to support analysis of what the text says explicitly.(Textual evidence may include graphs, charts, diagrams, maps, pictures as well as text.)
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INDICATOR	6.RI.1.b.	Cite textual evidence to support inferences drawn from the text. (Textual evidence may include graphs, charts, diagrams, maps, pictures as well as text.)
INDICATOR	6.RI.1.c.	Provide an objective (excluding personal opinions or judgments) summary of the text.
CONTENT STANDARD	Reading Standards for Informational/Nonfiction Text	
BENCHMARK	Key Ideas and Details	
GRADE LEVEL EXPECTATION	6.RI.2.	Determine a central idea of a text and explain how it is conveyed through particular details.
GRADE LEVEL EXPECTATION	6.RI.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	Reading Standards for Informational/Nonfiction Text	
BENCHMARK	Craft and Structure	
GRADE LEVEL EXPECTATION	6.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
GRADE LEVEL EXPECTATION	6.RI.5.	Describe how a paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
CONTENT STANDARD	Reading Standards for Informational/Nonfiction Text	
BENCHMARK	Integration of Knowledge and Ideas	
GRADE LEVEL EXPECTATION	6.RI.7.	Integrate information presented in different media or formats (e.g., visuals, tables, charts, and graphs) as well as in written text to develop a coherent understanding of a topic or issue.
GRADE LEVEL EXPECTATION	6.RI.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).
CONTENT STANDARD	Reading Standards for Informational/Nonfiction Text	
BENCHMARK	Range of Reading and Level of Text Complexity	
GRADE LEVEL EXPECTATION	6.RI.10.	By the end of grade 6, read and comprehend grade-level appropriate literature, in a variety of print genres and other media, proficiently and independently, with scaffolding as needed.
CONTENT STANDARD	Writing Standards	
BENCHMARK	Text Types and Purposes	
GRADE LEVEL EXPECTATION	6.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	6.W.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 aid comprehension.

INDICATOR	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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INDICATOR	6.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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CONTENT STANDARD

Writing Standards

BENCHMARK		Text Types and Purposes
GRADE LEVEL EXPECTATION	6.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

INDICATOR	6.W.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
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CONTENT STANDARD

Writing Standards

BENCHMARK		Production, Distribution, and Range of Writing
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GRADE LEVEL EXPECTATION	6.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to a range of tasks, purposes, and audiences. (Grade-specific expectations for writing types are defined in standards 1–3.)
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GRADE LEVEL EXPECTATION	6.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
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GRADE LEVEL EXPECTATION	6.W.6.	Use technology ³⁶ , including the Internet, to produce and publish grade-level writing as well as to interact and collaborate with others.
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CONTENT STANDARD

Writing Standards

BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	6.W.7.	Conduct short research projects to answer a question.

INDICATOR	6.W.7.a.	Draw on several sources.
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CONTENT STANDARD

Writing Standards

BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	6.W.8.	Gather relevant information from multiple print and digital sources.

INDICATOR	6.W.8.b.	Quote or paraphrase the information and conclusions of others.
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CONTENT STANDARD

Writing Standards

BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	6.W.9.	Incorporate evidence from literary or informational texts to support analysis, reflection, and research.

INDICATOR	6.W.9.a.	Apply grade 6 Reading standards to literature. (e.g., Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics.)
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CONTENT STANDARD**Speaking and Listening Standards**

BENCHMARK	Comprehension and Collaboration	
GRADE LEVEL EXPECTATION	6.SL.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.
INDICATOR	6.SL.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 explore and reflect on ideas being discussed.
INDICATOR	6.SL.1.b.	Follow rules for collaborative discussions, set specific goals and deadlines, and define individual roles as needed.
INDICATOR	6.SL.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue being discussed.

CONTENT STANDARD**Language Standards**

BENCHMARK	Conventions of Standard English	
GRADE LEVEL EXPECTATION	6.L.1.	Within the context of authentic English writing and speaking...
INDICATOR		Practice:
INDICATOR	6.L.1.j.	Resolve issues of complex or contested usage, consulting reliable references as needed.

CONTENT STANDARD**Language Standards**

BENCHMARK	Conventions of Standard English	
GRADE LEVEL EXPECTATION	6.L.1.	Within the context of authentic English writing and speaking...
INDICATOR		Demonstrate proficiency in:
INDICATOR	6.L.1.k.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

CONTENT STANDARD**Language Standards**

BENCHMARK	Conventions of Standard English	
GRADE LEVEL EXPECTATION	6.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR		Practice:
INDICATOR	6.L.2.b.	Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations. (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts)

CONTENT STANDARD**Language Standards**

BENCHMARK	Knowledge of Language	
GRADE LEVEL EXPECTATION	6.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	6.L.3.b.	Maintain consistency in style.

CONTENT STANDARD**Language Standards**

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	6.L.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.

INDICATOR 6.L.4.a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

CONTENT STANDARD**Language Standards**

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

UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 14 Page 127-140

North Dakota Content Standards**Language Arts**

Grade 6 - Adopted: 2017

CONTENT STANDARD**Reading Standards for Informational/Nonfiction Text**

BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	6.RI.1.	Read closely to comprehend text

INDICATOR 6.RI.1.a. Cite textual evidence to support analysis of what the text says explicitly.(Textual evidence may include graphs, charts, diagrams, maps, pictures as well as text.)

INDICATOR 6.RI.1.b. Cite textual evidence to support inferences drawn from the text. (Textual evidence may include graphs, charts, diagrams, maps, pictures as well as text.)

INDICATOR 6.RI.1.c. Provide an objective (excluding personal opinions or judgments) summary of the text.

CONTENT STANDARD**Reading Standards for Informational/Nonfiction Text**

BENCHMARK		Key Ideas and Details
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GRADE LEVEL EXPECTATION 6.RI.2. Determine a central idea of a text and explain how it is conveyed through particular details.

GRADE LEVEL EXPECTATION 6.RI.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**Reading Standards for Informational/Nonfiction Text**

BENCHMARK		Craft and Structure
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GRADE LEVEL EXPECTATION 6.RI.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

GRADE LEVEL EXPECTATION	6.RI.5.	Describe how a paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
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CONTENT STANDARD

Reading Standards for Informational/Nonfiction Text

BENCHMARK		Integration of Knowledge and Ideas
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GRADE LEVEL EXPECTATION	6.RI.7.	Integrate information presented in different media or formats (e.g., visuals, tables, charts, and graphs) as well as in written text to develop a coherent understanding of a topic or issue.
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GRADE LEVEL EXPECTATION	6.RI.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).
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CONTENT STANDARD

Reading Standards for Informational/Nonfiction Text

BENCHMARK		Range of Reading and Level of Text Complexity
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GRADE LEVEL EXPECTATION	6.RI.10.	By the end of grade 6, read and comprehend grade-level appropriate literature, in a variety of print genres and other media, proficiently and independently, with scaffolding as needed.
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CONTENT STANDARD

Writing Standards

BENCHMARK		Text Types and Purposes
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GRADE LEVEL EXPECTATION	6.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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INDICATOR	6.W.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 aid comprehension.
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INDICATOR	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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INDICATOR	6.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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CONTENT STANDARD

Writing Standards

BENCHMARK		Text Types and Purposes
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GRADE LEVEL EXPECTATION	6.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
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INDICATOR	6.W.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
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CONTENT STANDARD

Writing Standards

BENCHMARK		Production, Distribution, and Range of Writing
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GRADE LEVEL EXPECTATION	6.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to a range of tasks, purposes, and audiences. (Grade-specific expectations for writing types are defined in standards 1–3.)
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GRADE LEVEL EXPECTATION	6.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
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GRADE LEVEL EXPECTATION	6.W.6.	Use technology ³⁶ , including the Internet, to produce and publish grade-level writing as well as to interact and collaborate with others.
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CONTENT STANDARD

Writing Standards

BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	6.W.7.	Conduct short research projects to answer a question.

INDICATOR	6.W.7.a.	Draw on several sources.
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CONTENT STANDARD

Writing Standards

BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	6.W.8.	Gather relevant information from multiple print and digital sources.

INDICATOR	6.W.8.b.	Quote or paraphrase the information and conclusions of others.
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CONTENT STANDARD

Writing Standards

BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	6.W.9.	Incorporate evidence from literary or informational texts to support analysis, reflection, and research.

INDICATOR	6.W.9.a.	Apply grade 6 Reading standards to literature. (e.g., Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics.)
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CONTENT STANDARD

Speaking and Listening Standards

BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	6.SL.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.

INDICATOR	6.SL.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 explore and reflect on ideas being discussed.
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INDICATOR	6.SL.1.b.	Follow rules for collaborative discussions, set specific goals and deadlines, and define individual roles as needed.
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INDICATOR	6.SL.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue being discussed.
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CONTENT STANDARD

Language Standards

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	6.L.1.	Within the context of authentic English writing and speaking...

INDICATOR		Practice:
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INDICATOR 6.L.1.j. Resolve issues of complex or contested usage, consulting reliable references as needed.

CONTENT STANDARD Language Standards

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	6.L.1.	Within the context of authentic English writing and speaking...
INDICATOR		Demonstrate proficiency in:

INDICATOR 6.L.1.k. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

CONTENT STANDARD Language Standards

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	6.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR		Practice:

INDICATOR 6.L.2.b. Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations. (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts)

CONTENT STANDARD Language Standards

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	6.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR		Display proficiency in:

INDICATOR 6.L.2.d. Add prefixes and suffixes to base words (e.g., sitting, smiled, cries, happiness).

CONTENT STANDARD Language Standards

BENCHMARK		Knowledge of Language
GRADE LEVEL EXPECTATION	6.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

INDICATOR 6.L.3.b. Maintain consistency in style.

CONTENT STANDARD Language Standards

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	6.L.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.

INDICATOR 6.L.4.a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

CONTENT STANDARD**Language Standards**

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

UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 15 Page 141-152

**North Dakota Content Standards
Language Arts
Grade 6 - Adopted: 2017**

CONTENT STANDARD**Reading Standards for Informational/Nonfiction Text**

BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	6.RI.1.	Read closely to comprehend text

INDICATOR 6.RI.1.a. Cite textual evidence to support analysis of what the text says explicitly. (Textual evidence may include graphs, charts, diagrams, maps, pictures as well as text.)

INDICATOR 6.RI.1.b. Cite textual evidence to support inferences drawn from the text. (Textual evidence may include graphs, charts, diagrams, maps, pictures as well as text.)

INDICATOR 6.RI.1.c. Provide an objective (excluding personal opinions or judgments) summary of the text.

CONTENT STANDARD**Reading Standards for Informational/Nonfiction Text**

BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	6.RI.2.	Determine a central idea of a text and explain how it is conveyed through particular details.
GRADE LEVEL EXPECTATION	6.RI.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**Reading Standards for Informational/Nonfiction Text**

BENCHMARK		Craft and Structure
GRADE LEVEL EXPECTATION	6.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
GRADE LEVEL EXPECTATION	6.RI.5.	Describe how a paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

CONTENT STANDARD**Reading Standards for Informational/Nonfiction Text**

BENCHMARK		Integration of Knowledge and Ideas
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GRADE LEVEL EXPECTATION	6.RI.7.	Integrate information presented in different media or formats (e.g., visuals, tables, charts, and graphs) as well as in written text to develop a coherent understanding of a topic or issue.
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GRADE LEVEL EXPECTATION	6.RI.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).
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CONTENT STANDARD

Reading Standards for Informational/Nonfiction Text

BENCHMARK		Range of Reading and Level of Text Complexity
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GRADE LEVEL EXPECTATION	6.RI.10.	By the end of grade 6, read and comprehend grade-level appropriate literature, in a variety of print genres and other media, proficiently and independently, with scaffolding as needed.
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CONTENT STANDARD

Writing Standards

BENCHMARK		Text Types and Purposes
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GRADE LEVEL EXPECTATION	6.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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INDICATOR	6.W.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 aid comprehension.
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INDICATOR	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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INDICATOR	6.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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CONTENT STANDARD

Writing Standards

BENCHMARK		Text Types and Purposes
------------------	--	--------------------------------

GRADE LEVEL EXPECTATION	6.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
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INDICATOR	6.W.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
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CONTENT STANDARD

Writing Standards

BENCHMARK		Production, Distribution, and Range of Writing
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GRADE LEVEL EXPECTATION	6.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to a range of tasks, purposes, and audiences. (Grade-specific expectations for writing types are defined in standards 1–3.)
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GRADE LEVEL EXPECTATION	6.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
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GRADE LEVEL EXPECTATION	6.W.6.	Use technology ³⁶ , including the Internet, to produce and publish grade-level writing as well as to interact and collaborate with others.
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CONTENT STANDARD

Writing Standards

BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	6.W.7.	Conduct short research projects to answer a question.

INDICATOR 6.W.7.a. Draw on several sources.

CONTENT STANDARD

Writing Standards

BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	6.W.8.	Gather relevant information from multiple print and digital sources.

INDICATOR 6.W.8.b. Quote or paraphrase the information and conclusions of others.

CONTENT STANDARD

Writing Standards

BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	6.W.9.	Incorporate evidence from literary or informational texts to support analysis, reflection, and research.

INDICATOR 6.W.9.a. Apply grade 6 Reading standards to literature. (e.g., Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics.)

CONTENT STANDARD

Speaking and Listening Standards

BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	6.SL.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.

INDICATOR 6.SL.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 explore and reflect on ideas being discussed.

INDICATOR 6.SL.1.b. Follow rules for collaborative discussions, set specific goals and deadlines, and define individual roles as needed.

INDICATOR 6.SL.1.c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue being discussed.

CONTENT STANDARD

Language Standards

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	6.L.1.	Within the context of authentic English writing and speaking...

INDICATOR **Practice:**

INDICATOR 6.L.1.j. Resolve issues of complex or contested usage, consulting reliable references as needed.

CONTENT STANDARD

Language Standards

BENCHMARK		Conventions of Standard English
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GRADE LEVEL EXPECTATION	6.L.1.	Within the context of authentic English writing and speaking...
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INDICATOR		Demonstrate proficiency in:
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INDICATOR 6.L.1.k Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

CONTENT STANDARD **Language Standards**

BENCHMARK		Conventions of Standard English
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GRADE LEVEL EXPECTATION	6.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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INDICATOR		Practice:
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INDICATOR 6.L.2.b Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations. (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts)

CONTENT STANDARD **Language Standards**

BENCHMARK		Knowledge of Language
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GRADE LEVEL EXPECTATION	6.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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INDICATOR 6.L.3.b Maintain consistency in style.

CONTENT STANDARD **Language Standards**

BENCHMARK		Vocabulary Acquisition and Use
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GRADE LEVEL EXPECTATION	6.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
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INDICATOR 6.L.4.a Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

CONTENT STANDARD **Language Standards**

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

CONTENT STANDARD **Reading Standards for Informational/Nonfiction Text**

BENCHMARK		Key Ideas and Details
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GRADE LEVEL EXPECTATION	6.RI.1.	Read closely to comprehend text
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INDICATOR	6.RI.1.a.	Cite textual evidence to support analysis of what the text says explicitly.(Textual evidence may include graphs, charts, diagrams, maps, pictures as well as text.)
INDICATOR	6.RI.1.b.	Cite textual evidence to support inferences drawn from the text. (Textual evidence may include graphs, charts, diagrams, maps, pictures as well as text.)
INDICATOR	6.RI.1.c.	Provide an objective (excluding personal opinions or judgments) summary of the text.

CONTENT STANDARD

Reading Standards for Informational/Nonfiction Text

BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	6.RI.2.	Determine a central idea of a text and explain how it is conveyed through particular details.
GRADE LEVEL EXPECTATION	6.RI.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

Reading Standards for Informational/Nonfiction Text

BENCHMARK		Craft and Structure
GRADE LEVEL EXPECTATION	6.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
GRADE LEVEL EXPECTATION	6.RI.5.	Describe how a paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

CONTENT STANDARD

Reading Standards for Informational/Nonfiction Text

BENCHMARK		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	6.RI.7.	Integrate information presented in different media or formats (e.g., visuals, tables, charts, and graphs) as well as in written text to develop a coherent understanding of a topic or issue.
GRADE LEVEL EXPECTATION	6.RI.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).

CONTENT STANDARD

Reading Standards for Informational/Nonfiction Text

BENCHMARK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	6.RI.10.	By the end of grade 6, read and comprehend grade-level appropriate literature, in a variety of print genres and other media, proficiently and independently, with scaffolding as needed.

CONTENT STANDARD

Writing Standards

BENCHMARK		Text Types and Purposes
GRADE LEVEL EXPECTATION	6.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

INDICATOR	6.W.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 aid comprehension.
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INDICATOR	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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INDICATOR	6.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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CONTENT STANDARD

Writing Standards

BENCHMARK		Text Types and Purposes
GRADE LEVEL EXPECTATION	6.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

INDICATOR	6.W.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
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CONTENT STANDARD

Writing Standards

BENCHMARK		Production, Distribution, and Range of Writing
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GRADE LEVEL EXPECTATION	6.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to a range of tasks, purposes, and audiences. (Grade-specific expectations for writing types are defined in standards 1–3.)
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GRADE LEVEL EXPECTATION	6.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
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GRADE LEVEL EXPECTATION	6.W.6.	Use technology ³⁶ , including the Internet, to produce and publish grade-level writing as well as to interact and collaborate with others.
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CONTENT STANDARD

Writing Standards

BENCHMARK		Research to Build and Present Knowledge
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GRADE LEVEL EXPECTATION	6.W.7.	Conduct short research projects to answer a question.
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INDICATOR	6.W.7.a.	Draw on several sources.
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CONTENT STANDARD

Writing Standards

BENCHMARK		Research to Build and Present Knowledge
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GRADE LEVEL EXPECTATION	6.W.8.	Gather relevant information from multiple print and digital sources.
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INDICATOR	6.W.8.b.	Quote or paraphrase the information and conclusions of others.
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INDICATOR	6.W.8.d.	Provide basic bibliographic information for sources.
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CONTENT STANDARD

Writing Standards

BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	6.W.9.	Incorporate evidence from literary or informational texts to support analysis, reflection, and research.

INDICATOR 6.W.9.a. Apply grade 6 Reading standards to literature. (e.g., Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics.)

CONTENT STANDARD

Speaking and Listening Standards

BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	6.SL.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.

INDICATOR 6.SL.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 explore and reflect on ideas being discussed.

INDICATOR 6.SL.1.b. Follow rules for collaborative discussions, set specific goals and deadlines, and define individual roles as needed.

INDICATOR 6.SL.1.c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue being discussed.

CONTENT STANDARD

Language Standards

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	6.L.1.	Within the context of authentic English writing and speaking...
INDICATOR		Practice:

INDICATOR 6.L.1.j. Resolve issues of complex or contested usage, consulting reliable references as needed.

CONTENT STANDARD

Language Standards

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	6.L.1.	Within the context of authentic English writing and speaking...
INDICATOR		Demonstrate proficiency in:

INDICATOR 6.L.1.k. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

CONTENT STANDARD

Language Standards

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	6.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR		Practice:

INDICATOR 6.L.2.b. Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations. (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts)

CONTENT STANDARD**Language Standards**

BENCHMARK		Knowledge of Language
GRADE LEVEL EXPECTATION	6.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

INDICATOR 6.L.3.b. Maintain consistency in style.

CONTENT STANDARD**Language Standards**

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	6.L.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.

INDICATOR 6.L.4.a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

CONTENT STANDARD**Language Standards**

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	6.L.6.	Acquire and accurately use 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

North Dakota Content Standards**Language Arts**

Grade 6 - Adopted: 2017

CONTENT STANDARD**Writing Standards**

BENCHMARK		Text Types and Purposes
GRADE LEVEL EXPECTATION	6.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

INDICATOR 6.W.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 aid comprehension.

INDICATOR 6.W.2.b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

INDICATOR 6.W.2.d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

INDICATOR 6.W.2.f. Provide a concluding statement or section that follows from the information or explanation presented.

CONTENT STANDARD**Writing Standards**

BENCHMARK		Text Types and Purposes
GRADE LEVEL EXPECTATION	6.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

INDICATOR	6.W.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
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CONTENT STANDARD

Writing Standards

BENCHMARK		Production, Distribution, and Range of Writing
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GRADE LEVEL EXPECTATION	6.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to a range of tasks, purposes, and audiences. (Grade-specific expectations for writing types are defined in standards 1–3.)
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GRADE LEVEL EXPECTATION	6.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
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GRADE LEVEL EXPECTATION	6.W.6.	Use technology ³⁶ , including the Internet, to produce and publish grade-level writing as well as to interact and collaborate with others.
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CONTENT STANDARD

Speaking and Listening Standards

BENCHMARK		Comprehension and Collaboration
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GRADE LEVEL EXPECTATION	6.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
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INDICATOR	6.SL.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 explore and reflect on ideas being discussed.
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INDICATOR	6.SL.1.b.	Follow rules for collaborative discussions, set specific goals and deadlines, and define individual roles as needed.
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INDICATOR	6.SL.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue being discussed.
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CONTENT STANDARD

Language Standards

BENCHMARK		Conventions of Standard English
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GRADE LEVEL EXPECTATION	6.L.1.	Within the context of authentic English writing and speaking...
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INDICATOR		Practice:
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INDICATOR	6.L.1.j.	Resolve issues of complex or contested usage, consulting reliable references as needed.
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CONTENT STANDARD

Language Standards

BENCHMARK		Conventions of Standard English
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GRADE LEVEL EXPECTATION	6.L.1.	Within the context of authentic English writing and speaking...
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INDICATOR		Demonstrate proficiency in:
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INDICATOR	6.L.1.k.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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CONTENT STANDARD

Language Standards

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	6.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR		Practice:

INDICATOR 6.L.2.b. Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations. (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts)

CONTENT STANDARD **Language Standards**

BENCHMARK		Knowledge of Language
GRADE LEVEL EXPECTATION	6.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

INDICATOR 6.L.3.b. Maintain consistency in style.

**North Dakota Content Standards
Language Arts
Grade 6 - Adopted: 2017**

CONTENT STANDARD **Writing Standards**

BENCHMARK		Text Types and Purposes
GRADE LEVEL EXPECTATION	6.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

INDICATOR 6.W.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 aid comprehension.

INDICATOR 6.W.2.b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

INDICATOR 6.W.2.d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

INDICATOR 6.W.2.f. Provide a concluding statement or section that follows from the information or explanation presented.

CONTENT STANDARD **Writing Standards**

BENCHMARK		Text Types and Purposes
GRADE LEVEL EXPECTATION	6.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

INDICATOR 6.W.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.

INDICATOR 6.W.3.b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

INDICATOR 6.W.3.d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

INDICATOR	6.W.3.e.	Provide a conclusion that follows from the narrated experiences or events.
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CONTENT STANDARD **Writing Standards**

BENCHMARK		Production, Distribution, and Range of Writing
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GRADE LEVEL EXPECTATION	6.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to a range of tasks, purposes, and audiences. (Grade-specific expectations for writing types are defined in standards 1–3.)
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GRADE LEVEL EXPECTATION	6.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
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GRADE LEVEL EXPECTATION	6.W.6.	Use technology ³⁶ , including the Internet, to produce and publish grade-level writing as well as to interact and collaborate with others.
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CONTENT STANDARD **Language Standards**

BENCHMARK		Conventions of Standard English
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GRADE LEVEL EXPECTATION	6.L.1.	Within the context of authentic English writing and speaking...
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INDICATOR		Practice:
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INDICATOR	6.L.1.j.	Resolve issues of complex or contested usage, consulting reliable references as needed.
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CONTENT STANDARD **Language Standards**

BENCHMARK		Conventions of Standard English
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GRADE LEVEL EXPECTATION	6.L.1.	Within the context of authentic English writing and speaking...
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INDICATOR		Demonstrate proficiency in:
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INDICATOR	6.L.1.k.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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CONTENT STANDARD **Language Standards**

BENCHMARK		Conventions of Standard English
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GRADE LEVEL EXPECTATION	6.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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INDICATOR		Practice:
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INDICATOR	6.L.2.b.	Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations. (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts)
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CONTENT STANDARD **Language Standards**

BENCHMARK		Knowledge of Language
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GRADE LEVEL EXPECTATION	6.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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INDICATOR 6.L.3.b. Maintain consistency in style.

North Dakota Content Standards

Language Arts

Grade 6 - Adopted: 2017

CONTENT STANDARD

Writing Standards

BENCHMARK		Text Types and Purposes
GRADE LEVEL EXPECTATION	6.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	6.W.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 aid comprehension.
INDICATOR	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	6.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	6.W.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.

CONTENT STANDARD

Writing Standards

BENCHMARK		Text Types and Purposes
GRADE LEVEL EXPECTATION	6.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
INDICATOR	6.W.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

CONTENT STANDARD

Writing Standards

BENCHMARK		Production, Distribution, and Range of Writing
GRADE LEVEL EXPECTATION	6.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to a range of tasks, purposes, and audiences. (Grade-specific expectations for writing types are defined in standards 1–3.)
GRADE LEVEL EXPECTATION	6.W.5.	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	6.W.6.	Use technology ³⁶ , including the Internet, to produce and publish grade-level writing as well as to interact and collaborate with others.

CONTENT STANDARD

Language Standards

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	6.L.1.	Within the context of authentic English writing and speaking...
INDICATOR		Practice:

INDICATOR	6.L.1.j.	Resolve issues of complex or contested usage, consulting reliable references as needed.
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CONTENT STANDARD

Language Standards

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	6.L.1.	Within the context of authentic English writing and speaking...
INDICATOR		Demonstrate proficiency in:

INDICATOR	6.L.1.k.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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CONTENT STANDARD

Language Standards

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	6.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR		Practice:

INDICATOR	6.L.2.b.	Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations. (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts)
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CONTENT STANDARD

Language Standards

BENCHMARK		Knowledge of Language
GRADE LEVEL EXPECTATION	6.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

INDICATOR	6.L.3.b.	Maintain consistency in style.
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**North Dakota Content Standards
Language Arts
Grade 6 - Adopted: 2017**

CONTENT STANDARD

Reading Standards for Informational/Nonfiction Text

BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	6.RI.1.	Read closely to comprehend text

INDICATOR	6.RI.1.a.	Cite textual evidence to support analysis of what the text says explicitly.(Textual evidence may include graphs, charts, diagrams, maps, pictures as well as text.)
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INDICATOR	6.RI.1.b.	Cite textual evidence to support inferences drawn from the text. (Textual evidence may include graphs, charts, diagrams, maps, pictures as well as text.)
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INDICATOR	6.RI.1.c.	Provide an objective (excluding personal opinions or judgments) summary of the text.
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CONTENT STANDARD

Reading Standards for Informational/Nonfiction Text

BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	6.RI.2.	Determine a central idea of a text and explain how it is conveyed through particular details.

GRADE LEVEL EXPECTATION	6.RI.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
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CONTENT STANDARD

Reading Standards for Informational/Nonfiction Text

BENCHMARK		Craft and Structure
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GRADE LEVEL EXPECTATION	6.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
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GRADE LEVEL EXPECTATION	6.RI.5.	Describe how a paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
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CONTENT STANDARD

Reading Standards for Informational/Nonfiction Text

BENCHMARK		Integration of Knowledge and Ideas
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GRADE LEVEL EXPECTATION	6.RI.7.	Integrate information presented in different media or formats (e.g., visuals, tables, charts, and graphs) as well as in written text to develop a coherent understanding of a topic or issue.
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GRADE LEVEL EXPECTATION	6.RI.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).
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CONTENT STANDARD

Reading Standards for Informational/Nonfiction Text

BENCHMARK		Range of Reading and Level of Text Complexity
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GRADE LEVEL EXPECTATION	6.RI.10.	By the end of grade 6, read and comprehend grade-level appropriate literature, in a variety of print genres and other media, proficiently and independently, with scaffolding as needed.
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CONTENT STANDARD

Writing Standards

BENCHMARK		Text Types and Purposes
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GRADE LEVEL EXPECTATION	6.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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INDICATOR	6.W.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 aid comprehension.
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INDICATOR	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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INDICATOR	6.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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INDICATOR	6.W.2.e.	Establish and maintain a formal writing style.
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INDICATOR	6.W.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.
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CONTENT STANDARD

Writing Standards

BENCHMARK		Text Types and Purposes
GRADE LEVEL EXPECTATION	6.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

INDICATOR	6.W.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
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CONTENT STANDARD

Writing Standards

BENCHMARK		Production, Distribution, and Range of Writing
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GRADE LEVEL EXPECTATION	6.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to a range of tasks, purposes, and audiences. (Grade-specific expectations for writing types are defined in standards 1–3.)
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GRADE LEVEL EXPECTATION	6.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
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GRADE LEVEL EXPECTATION	6.W.6.	Use technology ³⁶ , including the Internet, to produce and publish grade-level writing as well as to interact and collaborate with others.
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CONTENT STANDARD

Writing Standards

BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	6.W.7.	Conduct short research projects to answer a question.

INDICATOR	6.W.7.a.	Draw on several sources.
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CONTENT STANDARD

Writing Standards

BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	6.W.8.	Gather relevant information from multiple print and digital sources.

INDICATOR	6.W.8.b.	Quote or paraphrase the information and conclusions of others.
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INDICATOR	6.W.8.d.	Provide basic bibliographic information for sources.
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CONTENT STANDARD

Writing Standards

BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	6.W.9.	Incorporate evidence from literary or informational texts to support analysis, reflection, and research.

INDICATOR	6.W.9.a.	Apply grade 6 Reading standards to literature. (e.g., Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics.)
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CONTENT STANDARD**Language Standards**

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	6.L.1.	Within the context of authentic English writing and speaking...
INDICATOR		Practice:

INDICATOR 6.L.1.j. Resolve issues of complex or contested usage, consulting reliable references as needed.

CONTENT STANDARD**Language Standards**

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	6.L.1.	Within the context of authentic English writing and speaking...
INDICATOR		Demonstrate proficiency in:

INDICATOR 6.L.1.k. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

CONTENT STANDARD**Language Standards**

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	6.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR		Practice:

INDICATOR 6.L.2.b. Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations. (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts)

CONTENT STANDARD**Language Standards**

BENCHMARK		Knowledge of Language
GRADE LEVEL EXPECTATION	6.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

INDICATOR 6.L.3.b. Maintain consistency in style.

CONTENT STANDARD**Language Standards**

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	6.L.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.

INDICATOR 6.L.4.a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

CONTENT STANDARD**Language Standards**

BENCHMARK		Vocabulary Acquisition and Use
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GRADE LEVEL EXPECTATION	6.L.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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UNIT 8: FORMAL ESSAY MODELS Week 21 Page 193-202

**North Dakota Content Standards
Language Arts
Grade 6 - Adopted: 2017**

CONTENT STANDARD

Reading Standards for Informational/Nonfiction Text

BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	6.RI.1.	Read closely to comprehend text

INDICATOR	6.RI.1.a.	Cite textual evidence to support analysis of what the text says explicitly.(Textual evidence may include graphs, charts, diagrams, maps, pictures as well as text.)
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INDICATOR	6.RI.1.b.	Cite textual evidence to support inferences drawn from the text. (Textual evidence may include graphs, charts, diagrams, maps, pictures as well as text.)
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INDICATOR	6.RI.1.c.	Provide an objective (excluding personal opinions or judgments) summary of the text.
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CONTENT STANDARD

Reading Standards for Informational/Nonfiction Text

BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	6.RI.2.	Determine a central idea of a text and explain how it is conveyed through particular details.
GRADE LEVEL EXPECTATION	6.RI.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

Reading Standards for Informational/Nonfiction Text

BENCHMARK		Craft and Structure
GRADE LEVEL EXPECTATION	6.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
GRADE LEVEL EXPECTATION	6.RI.5.	Describe how a paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

CONTENT STANDARD

Reading Standards for Informational/Nonfiction Text

BENCHMARK		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	6.RI.7.	Integrate information presented in different media or formats (e.g., visuals, tables, charts, and graphs) as well as in written text to develop a coherent understanding of a topic or issue.
GRADE LEVEL EXPECTATION	6.RI.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).

CONTENT STANDARD**Reading Standards for Informational/Nonfiction Text**

BENCHMARK	Range of Reading and Level of Text Complexity	
GRADE LEVEL EXPECTATION	6.RI.10.	By the end of grade 6, read and comprehend grade-level appropriate literature, in a variety of print genres and other media, proficiently and independently, with scaffolding as needed.

CONTENT STANDARD**Writing Standards**

BENCHMARK	Text Types and Purposes	
GRADE LEVEL EXPECTATION	6.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	6.W.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 aid comprehension.
INDICATOR	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	6.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	6.W.2.e.	Establish and maintain a formal writing style.
INDICATOR	6.W.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.

CONTENT STANDARD**Writing Standards**

BENCHMARK	Text Types and Purposes	
GRADE LEVEL EXPECTATION	6.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
INDICATOR	6.W.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

CONTENT STANDARD**Writing Standards**

BENCHMARK	Production, Distribution, and Range of Writing	
GRADE LEVEL EXPECTATION	6.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to a range of tasks, purposes, and audiences. (Grade-specific expectations for writing types are defined in standards 1–3.)
GRADE LEVEL EXPECTATION	6.W.5.	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	6.W.6.	Use technology ³⁶ , including the Internet, to produce and publish grade-level writing as well as to interact and collaborate with others.

CONTENT STANDARD**Writing Standards**

BENCHMARK	Research to Build and Present Knowledge	
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GRADE LEVEL EXPECTATION	6.W.7.	Conduct short research projects to answer a question.
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INDICATOR 6.W.7.a. Draw on several sources.

CONTENT STANDARD

Writing Standards

BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	6.W.8.	Gather relevant information from multiple print and digital sources.

INDICATOR 6.W.8.a. Assess the credibility of each source.

INDICATOR 6.W.8.b. Quote or paraphrase the information and conclusions of others.

INDICATOR 6.W.8.d. Provide basic bibliographic information for sources.

CONTENT STANDARD

Writing Standards

BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	6.W.9.	Incorporate evidence from literary or informational texts to support analysis, reflection, and research.

INDICATOR 6.W.9.a. Apply grade 6 Reading standards to literature. (e.g., Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics.)

CONTENT STANDARD

Speaking and Listening Standards

BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	6.SL.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.

INDICATOR 6.SL.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 explore and reflect on ideas being discussed.

INDICATOR 6.SL.1.b. Follow rules for collaborative discussions, set specific goals and deadlines, and define individual roles as needed.

INDICATOR 6.SL.1.c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue being discussed.

CONTENT STANDARD

Language Standards

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	6.L.1.	Within the context of authentic English writing and speaking...

INDICATOR **Practice:**

INDICATOR 6.L.1.j. Resolve issues of complex or contested usage, consulting reliable references as needed.

CONTENT STANDARD**Language Standards**

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	6.L.1.	Within the context of authentic English writing and speaking...
INDICATOR		Demonstrate proficiency in:

INDICATOR 6.L.1.k Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

CONTENT STANDARD**Language Standards**

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	6.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR		Practice:

INDICATOR 6.L.2.b Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations. (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts)

CONTENT STANDARD**Language Standards**

BENCHMARK		Knowledge of Language
GRADE LEVEL EXPECTATION	6.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

INDICATOR 6.L.3.b Maintain consistency in style.

CONTENT STANDARD**Language Standards**

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	6.L.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.

INDICATOR 6.L.4.a Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

CONTENT STANDARD**Language Standards**

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

CONTENT STANDARD**Reading Standards for Literature/Fiction**

BENCHMARK		Key Ideas and Details
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GRADE LEVEL EXPECTATION	6.RL.1.	Read closely to comprehend text
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INDICATOR 6.RL.1.a. Cite textual evidence to support analysis of what the text says explicitly.

INDICATOR 6.RL.1.b. Cite textual evidence to support inferences drawn from the text.

CONTENT STANDARD **Reading Standards for Literature/Fiction**

BENCHMARK		Key Ideas and Details
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GRADE LEVEL EXPECTATION 6.RL.2. Determine a theme or central idea of a text and explain how it is conveyed through particular details.

GRADE LEVEL EXPECTATION 6.RL.3. Describe how a particular story's or drama's plot unfolds as well as how the characters respond or change as the plot moves toward a resolution.

CONTENT STANDARD **Reading Standards for Literature/Fiction**

BENCHMARK		Craft and Structure
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GRADE LEVEL EXPECTATION 6.RL.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 6.RL.6. Explain how an author develops the point of view (e.g., first or third person narration, character's perspective) of the narrator or speaker in a text.

CONTENT STANDARD **Reading Standards for Literature/Fiction**

BENCHMARK		Range of Reading and Level of Text Complexity
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GRADE LEVEL EXPECTATION 6.RL.10. By the end of grade 6, read and comprehend grade-level appropriate literature, in a variety of print genres and other media, proficiently and independently, with scaffolding as needed.

CONTENT STANDARD **Reading Standards for Informational/Nonfiction Text**

BENCHMARK		Key Ideas and Details
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GRADE LEVEL EXPECTATION	6.RI.1.	Read closely to comprehend text
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INDICATOR 6.RI.1.a. Cite textual evidence to support analysis of what the text says explicitly.(Textual evidence may include graphs, charts, diagrams, maps, pictures as well as text.)

INDICATOR 6.RI.1.b. Cite textual evidence to support inferences drawn from the text. (Textual evidence may include graphs, charts, diagrams, maps, pictures as well as text.)

CONTENT STANDARD **Reading Standards for Informational/Nonfiction Text**

BENCHMARK		Key Ideas and Details
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GRADE LEVEL EXPECTATION 6.RI.2. Determine a central idea of a text and explain how it is conveyed through particular details.

GRADE LEVEL EXPECTATION	6.RI.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
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CONTENT STANDARD

Reading Standards for Informational/Nonfiction Text

BENCHMARK		Craft and Structure
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GRADE LEVEL EXPECTATION	6.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
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CONTENT STANDARD

Reading Standards for Informational/Nonfiction Text

BENCHMARK		Integration of Knowledge and Ideas
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GRADE LEVEL EXPECTATION	6.RI.7.	Integrate information presented in different media or formats (e.g., visuals, tables, charts, and graphs) as well as in written text to develop a coherent understanding of a topic or issue.
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CONTENT STANDARD

Reading Standards for Informational/Nonfiction Text

BENCHMARK		Range of Reading and Level of Text Complexity
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GRADE LEVEL EXPECTATION	6.RI.10.	By the end of grade 6, read and comprehend grade-level appropriate literature, in a variety of print genres and other media, proficiently and independently, with scaffolding as needed.
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CONTENT STANDARD

Writing Standards

BENCHMARK		Text Types and Purposes
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GRADE LEVEL EXPECTATION	6.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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INDICATOR	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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CONTENT STANDARD

Writing Standards

BENCHMARK		Text Types and Purposes
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GRADE LEVEL EXPECTATION	6.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
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INDICATOR	6.W.3.a.	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
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INDICATOR	6.W.3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
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INDICATOR	6.W.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
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INDICATOR	6.W.3.e.	Provide a conclusion that follows from the narrated experiences or events.
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CONTENT STANDARD

Writing Standards

BENCHMARK		Production, Distribution, and Range of Writing
GRADE LEVEL EXPECTATION	6.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to a range of tasks, purposes, and audiences. (Grade-specific expectations for writing types are defined in standards 1–3.)
GRADE LEVEL EXPECTATION	6.W.5.	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	6.W.6.	Use technology ³⁶ , including the Internet, to produce and publish grade-level writing as well as to interact and collaborate with others.

CONTENT STANDARD

Writing Standards

BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	6.W.8.	Gather relevant information from multiple print and digital sources.

INDICATOR 6.W.8.b. Quote or paraphrase the information and conclusions of others.

CONTENT STANDARD

Speaking and Listening Standards

BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	6.SL.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.

INDICATOR 6.SL.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 explore and reflect on ideas being discussed.

INDICATOR 6.SL.1.b. Follow rules for collaborative discussions, set specific goals and deadlines, and define individual roles as needed.

INDICATOR 6.SL.1.c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue being discussed.

CONTENT STANDARD

Language Standards

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	6.L.1.	Within the context of authentic English writing and speaking...

INDICATOR Practice:

INDICATOR 6.L.1.j. Resolve issues of complex or contested usage, consulting reliable references as needed.

CONTENT STANDARD

Language Standards

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	6.L.1.	Within the context of authentic English writing and speaking...

INDICATOR Demonstrate proficiency in:

INDICATOR	6.L.1.k.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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CONTENT STANDARD

Language Standards

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	6.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR		Practice:

INDICATOR	6.L.2.b.	Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations. (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts)
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CONTENT STANDARD

Language Standards

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	6.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR		Display proficiency in:

INDICATOR	6.L.2.c.	Use commas and quotation marks in dialogue.
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CONTENT STANDARD

Language Standards

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	6.L.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.

INDICATOR	6.L.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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CONTENT STANDARD

Language Standards

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

CONTENT STANDARD

Reading Standards for Literature/Fiction

BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	6.RL.1.	Read closely to comprehend text

INDICATOR	6.RL.1.a.	Cite textual evidence to support analysis of what the text says explicitly.
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INDICATOR	6.RL.1.b.	Cite textual evidence to support inferences drawn from the text.
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CONTENT STANDARD **Reading Standards for Literature/Fiction**

BENCHMARK		Key Ideas and Details
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GRADE LEVEL EXPECTATION	6.RL.2.	Determine a theme or central idea of a text and explain how it is conveyed through particular details.
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GRADE LEVEL EXPECTATION	6.RL.3.	Describe how a particular story's or drama's plot unfolds as well as how the characters respond or change as the plot moves toward a resolution.
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CONTENT STANDARD **Reading Standards for Literature/Fiction**

BENCHMARK		Craft and Structure
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GRADE LEVEL EXPECTATION	6.RL.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.
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GRADE LEVEL EXPECTATION	6.RL.6.	Explain how an author develops the point of view (e.g., first or third person narration, character's perspective) of the narrator or speaker in a text.
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CONTENT STANDARD **Reading Standards for Literature/Fiction**

BENCHMARK		Range of Reading and Level of Text Complexity
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GRADE LEVEL EXPECTATION	6.RL.10.	By the end of grade 6, read and comprehend grade-level appropriate literature, in a variety of print genres and other media, proficiently and independently, with scaffolding as needed.
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CONTENT STANDARD **Reading Standards for Informational/Nonfiction Text**

BENCHMARK		Key Ideas and Details
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GRADE LEVEL EXPECTATION	6.RI.1.	Read closely to comprehend text
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INDICATOR	6.RI.1.a.	Cite textual evidence to support analysis of what the text says explicitly.(Textual evidence may include graphs, charts, diagrams, maps, pictures as well as text.)
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INDICATOR	6.RI.1.b.	Cite textual evidence to support inferences drawn from the text. (Textual evidence may include graphs, charts, diagrams, maps, pictures as well as text.)
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CONTENT STANDARD **Reading Standards for Informational/Nonfiction Text**

BENCHMARK		Key Ideas and Details
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GRADE LEVEL EXPECTATION	6.RI.2.	Determine a central idea of a text and explain how it is conveyed through particular details.
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GRADE LEVEL EXPECTATION	6.RI.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
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CONTENT STANDARD**Reading Standards for Informational/Nonfiction Text**

BENCHMARK		Craft and Structure
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GRADE LEVEL EXPECTATION	6.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
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CONTENT STANDARD**Reading Standards for Informational/Nonfiction Text**

BENCHMARK		Integration of Knowledge and Ideas
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GRADE LEVEL EXPECTATION	6.RI.7.	Integrate information presented in different media or formats (e.g., visuals, tables, charts, and graphs) as well as in written text to develop a coherent understanding of a topic or issue.
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CONTENT STANDARD**Reading Standards for Informational/Nonfiction Text**

BENCHMARK		Range of Reading and Level of Text Complexity
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GRADE LEVEL EXPECTATION	6.RI.10.	By the end of grade 6, read and comprehend grade-level appropriate literature, in a variety of print genres and other media, proficiently and independently, with scaffolding as needed.
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CONTENT STANDARD**Writing Standards**

BENCHMARK		Text Types and Purposes
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GRADE LEVEL EXPECTATION	6.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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INDICATOR	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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CONTENT STANDARD**Writing Standards**

BENCHMARK		Text Types and Purposes
------------------	--	--------------------------------

GRADE LEVEL EXPECTATION	6.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
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INDICATOR	6.W.3.a.	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
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INDICATOR	6.W.3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
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INDICATOR	6.W.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
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INDICATOR	6.W.3.e.	Provide a conclusion that follows from the narrated experiences or events.
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CONTENT STANDARD**Writing Standards**

BENCHMARK		Production, Distribution, and Range of Writing
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GRADE LEVEL EXPECTATION	6.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to a range of tasks, purposes, and audiences. (Grade-specific expectations for writing types are defined in standards 1–3.)
GRADE LEVEL EXPECTATION	6.W.5.	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	6.W.6.	Use technology ³⁶ , including the Internet, to produce and publish grade-level writing as well as to interact and collaborate with others.

CONTENT STANDARD

Writing Standards

BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	6.W.8.	Gather relevant information from multiple print and digital sources.

INDICATOR 6.W.8.b. Quote or paraphrase the information and conclusions of others.

CONTENT STANDARD

Speaking and Listening Standards

BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	6.SL.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.

INDICATOR 6.SL.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 explore and reflect on ideas being discussed.

INDICATOR 6.SL.1.b. Follow rules for collaborative discussions, set specific goals and deadlines, and define individual roles as needed.

INDICATOR 6.SL.1.c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue being discussed.

CONTENT STANDARD

Language Standards

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	6.L.1.	Within the context of authentic English writing and speaking...

INDICATOR Practice:

INDICATOR 6.L.1.j. Resolve issues of complex or contested usage, consulting reliable references as needed.

CONTENT STANDARD

Language Standards

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	6.L.1.	Within the context of authentic English writing and speaking...

INDICATOR Demonstrate proficiency in:

INDICATOR 6.L.1.k. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

CONTENT STANDARD**Language Standards**

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	6.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR		Practice:
INDICATOR	6.L.2.b.	Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations. (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts)

CONTENT STANDARD**Language Standards**

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	6.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR		Display proficiency in:
INDICATOR	6.L.2.c.	Use commas and quotation marks in dialogue.

CONTENT STANDARD**Language Standards**

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	6.L.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.
INDICATOR	6.L.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

CONTENT STANDARD**Language Standards**

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	6.L.6.	Acquire and accurately use 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

North Dakota Content Standards**Language Arts**

Grade 6 - Adopted: 2017

CONTENT STANDARD**Reading Standards for Literature/Fiction**

BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	6.RL.1.	Read closely to comprehend text
INDICATOR	6.RL.1.a.	Cite textual evidence to support analysis of what the text says explicitly.
INDICATOR	6.RL.1.b.	Cite textual evidence to support inferences drawn from the text.

CONTENT STANDARD**Reading Standards for Literature/Fiction**

BENCHMARK		Key Ideas and Details
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GRADE LEVEL EXPECTATION	6.RL.2.	Determine a theme or central idea of a text and explain how it is conveyed through particular details.
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CONTENT STANDARD**Reading Standards for Literature/Fiction**

BENCHMARK		Craft and Structure
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GRADE LEVEL EXPECTATION	6.RL.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.
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GRADE LEVEL EXPECTATION	6.RL.5.	Analyze how part of a text (e.g., a particular sentence, chapter, scene, or stanza) fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
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CONTENT STANDARD**Reading Standards for Literature/Fiction**

BENCHMARK		Range of Reading and Level of Text Complexity
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GRADE LEVEL EXPECTATION	6.RL.10.	By the end of grade 6, read and comprehend grade-level appropriate literature, in a variety of print genres and other media, proficiently and independently, with scaffolding as needed.
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CONTENT STANDARD**Reading Standards for Informational/Nonfiction Text**

BENCHMARK		Key Ideas and Details
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GRADE LEVEL EXPECTATION	6.RI.1.	Read closely to comprehend text
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INDICATOR	6.RI.1.a.	Cite textual evidence to support analysis of what the text says explicitly.(Textual evidence may include graphs, charts, diagrams, maps, pictures as well as text.)
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INDICATOR	6.RI.1.b.	Cite textual evidence to support inferences drawn from the text. (Textual evidence may include graphs, charts, diagrams, maps, pictures as well as text.)
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INDICATOR	6.RI.1.c.	Provide an objective (excluding personal opinions or judgments) summary of the text.
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CONTENT STANDARD**Reading Standards for Informational/Nonfiction Text**

BENCHMARK		Key Ideas and Details
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GRADE LEVEL EXPECTATION	6.RI.2.	Determine a central idea of a text and explain how it is conveyed through particular details.
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GRADE LEVEL EXPECTATION	6.RI.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
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CONTENT STANDARD**Reading Standards for Informational/Nonfiction Text**

BENCHMARK		Craft and Structure
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GRADE LEVEL EXPECTATION	6.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
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GRADE LEVEL EXPECTATION	6.RI.5.	Describe how a paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
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CONTENT STANDARD **Reading Standards for Informational/Nonfiction Text**

BENCHMARK		Integration of Knowledge and Ideas
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GRADE LEVEL EXPECTATION	6.RI.7.	Integrate information presented in different media or formats (e.g., visuals, tables, charts, and graphs) as well as in written text to develop a coherent understanding of a topic or issue.
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CONTENT STANDARD **Reading Standards for Informational/Nonfiction Text**

BENCHMARK		Range of Reading and Level of Text Complexity
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GRADE LEVEL EXPECTATION	6.RI.10.	By the end of grade 6, read and comprehend grade-level appropriate literature, in a variety of print genres and other media, proficiently and independently, with scaffolding as needed.
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CONTENT STANDARD **Writing Standards**

BENCHMARK		Production, Distribution, and Range of Writing
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GRADE LEVEL EXPECTATION	6.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
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GRADE LEVEL EXPECTATION	6.W.6.	Use technology ³⁶ , including the Internet, to produce and publish grade-level writing as well as to interact and collaborate with others.
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CONTENT STANDARD **Language Standards**

BENCHMARK		Conventions of Standard English
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GRADE LEVEL EXPECTATION	6.L.1.	Within the context of authentic English writing and speaking...
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INDICATOR		Practice:
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INDICATOR	6.L.1.j.	Resolve issues of complex or contested usage, consulting reliable references as needed.
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CONTENT STANDARD **Language Standards**

BENCHMARK		Conventions of Standard English
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GRADE LEVEL EXPECTATION	6.L.1.	Within the context of authentic English writing and speaking...
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INDICATOR		Demonstrate proficiency in:
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INDICATOR	6.L.1.k.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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CONTENT STANDARD **Language Standards**

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	6.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR		Practice:

INDICATOR 6.L.2.b. Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations. (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts)

CONTENT STANDARD

Language Standards

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	6.L.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.

INDICATOR 6.L.4.a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

CONTENT STANDARD

Language Standards

BENCHMARK		Vocabulary Acquisition and Use
------------------	--	---------------------------------------

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