Main Criteria: Structure and Style for Students Secondary Criteria: North Dakota Content Standards

> Subject: Language Arts Grade: 6

#### 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

#### Reading Standards for Informational/Nonfiction Text

| STANDARD                |           | Reading Standards for Informational Normiction Text   |
|-------------------------|-----------|---|
| BENCHMARK               |           | Key Ideas and Details   |
| GRADE LEVEL EXPECTATION | 6.RI.1.   | Read closely to comprehend text   |
| INDICATOR               | 6.Rl.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<br>STANDARD     |           | Reading Standards for Informational/Nonfiction Text   |
| BENCHMARK               |           | Key Ideas and Details   |
|                         |           |   |

| 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**

| 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. |

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| 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<br>STANDARD   |                  | Writing Standards   |
| BENCHMARK   |                  | Text Types and Purposes   |
| GRADE LEVEL EXPECT ATION  | 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<br>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   |                  | Writing Standards   |
| STANDARD  |                  | witting Standards   |
|   |                  | Production, Distribution, and Range of Writing  |
| STANDARD  | 6.W.4.           |   |
| BENCHMARK GRADE LEVEL   | 6.W.4.<br>6.W.5. | Production, Distribution, and Range of Writing  Produce clear and coherent writing in which the development, organization, and style are appropriate to a range of  |
| BENCHMARK  GRADE LEVEL EXPECTATION  GRADE LEVEL   |                  | Production, Distribution, and Range of Writing  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.)  Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing  |
| BENCHMARK  GRADE LEVEL EXPECTATION  GRADE LEVEL EXPECTATION  CONTENT  |                  | Production, Distribution, and Range of Writing  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.)  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.)   |
| BENCHMARK  GRADE LEVEL EXPECTATION  GRADE LEVEL EXPECTATION  CONTENT STANDARD                                     |                  | Production, Distribution, and Range of Writing  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.)  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.)  Speaking and Listening Standards   |
| BENCHMARK  GRADE LEVEL EXPECTATION  GRADE LEVEL EXPECTATION  CONTENT STANDARD  BENCHMARK  GRADE LEVEL             | 6.W.5.           | Production, Distribution, and Range of Writing  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.)  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.)  Speaking and Listening Standards  Comprehension and Collaboration  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  |
| BENCHMARK  GRADE LEVEL EXPECTATION  GRADE LEVEL EXPECTATION  CONTENT STANDARD  BENCHMARK  GRADE LEVEL EXPECTATION | 6.W.5.           | Production, Distribution, and Range of Writing  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.)  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.)  Speaking and Listening Standards  Comprehension and Collaboration  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.  Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by |

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#### **Speaking and Listening Standards**

**Vocabulary Acquisition and Use** 

| 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<br>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.  |
| GRADE LEVEL             | 6.L.4.<br>6.L.4.a. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade   |

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

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

**BENCHMARK** 

GRADE LEVEL

**EXPECTATION** 

6.L.6.

#### Reading Standards for Informational/Nonfiction Text

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

| 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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| 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<br>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<br>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<br>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<br>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<br>STANDARD     |          | Writing Standards  |
|                         |          | 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 technology36, including the Internet, to produce and publish grade-level writing as well as to interact and collaborate with others.   |
| CONTENT<br>STANDARD        |           | Speaking and Listening Standards   |
| BENCHMARK                  |           | Comprehension and Collaboration  |
| GRADE LEVEL<br>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<br>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<br>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<br>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<br>STANDARD        |           | Language Standards   |

| BENCHMARK                |          | Conventions of Standard English   |
|--------------------------|----------|---|
| GRADE LEVEL EXPECT ATION | 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<br>STANDARD      |          | Language Standards  |
| BENCHMARK                |          | Knowledge of Language   |
| GRADE LEVEL EXPECT ATION | 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<br>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<br>STANDARD      | ı        | Language Standards  |
| BENCHMARK                |          | Vocabulary Acquisition and Use  |
| GRADE LEVEL EXPECTATION  |          | 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 3 Page 27-36  |
|                          |          | North Dakota Content Standards  |
|                          |          | Language Arts Grade 6 - Adopted: 2017   |
| CONTENT<br>STANDARD      |          | Reading Standards for Informational/Nonfiction Text   |
| BENCHMARK                |          | Key Ideas and Details   |
| GRADE LEVEL              | 6.RI.1.  | Read closely to comprehend 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.Rl.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.  |

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| 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<br>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<br>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<br>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<br>STANDARD      |          | Writing Standards  |
| BENCHMARK                |          | Text Types and Purposes  |
| GRADE LEVEL EXPECT ATION | 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<br>STANDARD      |          | Writing Standards  |
|                          |          | Text Types and Purposes  |

| GRADE LEVEL                | 6.W.3.    | Write narratives to develop real or imagined experiences or events using effective technique, relevant   |
|----------------------------|-----------|--|
| EXPECTATION                |           | 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<br>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 technology36, including the Internet, to produce and publish grade-level writing as well as to interact and collaborate with others.   |
| CONTENT<br>STANDARD        |           | Speaking and Listening Standards   |
| BENCHMARK                  |           | Comprehension and Collaboration  |
| GRADE LEVEL<br>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<br>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<br>STANDARD        |           | Language Standards   |
| BENCHMARK                  |           | Conventions of Standard English  |
| GRADE LEVEL<br>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<br>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<br>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<br>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<br>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<br>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 3: RETELLING NARRATIVE STORIES Week 4 Page 37-44   |
|                         |          | North Dakota Content Standards  |
|                         |          | Language Arts Grade 6 - Adopted: 2017   |
| CONTENT<br>STANDARD     |          | Reading Standards for Literature/Fiction  |

# BENCHMARK Key Ideas and Details GRADE LEVEL EXPECTATION 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<br>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<br>STANDARD        |           | Reading Standards for Literature/Fiction  |
| BENCHMARK                  |           | Craft and Structure   |
| 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<br>STANDARD        |           | Reading Standards for Literature/Fiction  |
| BENCHMARK                  |           | Range of Reading and Level of Text Complexity   |
| 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 oth media, proficiently and independently, with scaffolding as needed.  |
| CONTENT<br>ST ANDARD       |           | 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<br>STANDARD        |           | Writing Standards   |
| BENCHMARK                  |           | Text Types and Purposes   |
| GRADE LEVEL<br>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<br>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 technology36, including the Internet, to produce and publish grade-level writing as well as to interact and collaborate with others.   |
| CONTENT<br>STANDARD         |           | Writing Standards  |
| BENCHMARK                   |           | Research to Build and Present Knowledge  |
| GRADE LEVEL<br>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<br>STANDARD         |           | Speaking and Listening Standards   |
| BENCHMARK                   |           | Comprehension and Collaboration  |
| GRADE LEVEL<br>EXPECT ATION | 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<br>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<br>STANDARD         |           | Language Standards   |
| BENCHMARK                   |           | Conventions of Standard English  |
|                             |           |  |

| GRADE LEVEL EXPECT ATION | 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<br>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<br>STANDARD      |          | Language Standards  |
| BENCHMARK                |          | Conventions of Standard English   |
| GRADE LEVEL EXPECT ATION | 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<br>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<br>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.   |
|                          |          | UNIT 3: RETELLING NARRATIVE STORIES Week 5 Page 45-52   |
|                          |          | 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<br>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<br>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<br>STANDARD        |           | Reading Standards for Literature/Fiction   |
| BENCHMARK                  |           | Craft and Structure  |
| 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<br>STANDARD        |           | Reading Standards for Literature/Fiction   |
| BENCHMARK                  |           | Range of Reading and Level of Text Complexity  |
| 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<br>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<br>STANDARD        |           | Writing Standards  |
| BENCHMARK                  |           | Text Types and Purposes  |
| GRADE LEVEL EXPECT ATION   | 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<br>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 technology36, including the Internet, to produce and publish grade-level writing as well as to interact and collaborate with others.  |
| CONTENT<br>STANDARD  |                                   | Writing Standards   |
| BENCHMARK  |                                   | Research to Build and Present Knowledge   |
|  |                                   |   |
| GRADE LEVEL EXPECT ATION   | 6.W.8.                            | Gather relevant information from multiple print and digital sources.  |
|  | 6.W.8.b.                          | Quote or paraphrase the information and conclusions of others.  |
| EXPECTATION  |                                   |   |
| INDICATOR  CONTENT   |                                   | Quote or paraphrase the information and conclusions of others.  |
| INDICATOR  CONTENT STANDARD  |                                   | Quote or paraphrase the information and conclusions of others.  Speaking and Listening Standards  |
| EXPECTATION  INDICATOR  CONTENT STANDARD  BENCHMARK  GRADE LEVEL   | 6.W.8.b.                          | Quote or paraphrase the information and conclusions of others.  Speaking and Listening Standards  Comprehension and Collaboration  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   |
| EXPECTATION  INDICATOR  CONTENT STANDARD  BENCHMARK  GRADE LEVEL EXPECTATION                               | 6.W.8.b.                          | Quote or paraphrase the information and conclusions of others.  Speaking and Listening Standards  Comprehension and Collaboration  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.  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  CONTENT STANDARD  BENCHMARK  GRADE LEVEL EXPECTATION  INDICATOR                                 | 6.W.8.b. 6.SL.1.                  | Quote or paraphrase the information and conclusions of others.  Speaking and Listening Standards  Comprehension and Collaboration  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.  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  CONTENT STANDARD  BENCHMARK  GRADE LEVEL EXPECT AT ION  INDICATOR  INDICATOR                    | 6.SL.1.<br>6.SL.1.a.<br>6.SL.1.b. | Quote or paraphrase the information and conclusions of others.  Speaking and Listening Standards  Comprehension and Collaboration  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.  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.  Follow rules for collaborative discussions, set specific goals and deadlines, and define individual roles as needed.  Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic,                                 |
| INDICATOR  CONTENT STANDARD  BENCHMARK  GRADE LEVEL EXPECT ATION  INDICATOR  INDICATOR  INDICATOR  CONTENT | 6.SL.1.<br>6.SL.1.a.<br>6.SL.1.b. | Quote or paraphrase the information and conclusions of others.  Speaking and Listening Standards  Comprehension and Collaboration  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.  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.  Follow rules for collaborative discussions, set specific goals and deadlines, and define individual roles as needed.  Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue being discussed. |

### CONTENT

#### Language Standards

| STANDARD                |          |   |
|-------------------------|----------|---|
| 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<br>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<br>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<br>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<br>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  |

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clue to the meaning of a word or phrase.

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#### Reading Standards for Literature/Fiction

| STANDARD                   |           |  |
|----------------------------|-----------|--|
| BENCHMARK                  |           | Key Ideas and Details  |
| GRADE LEVEL EXPECT ATION   | 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<br>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<br>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<br>STANDARD        |           | Reading Standards for Literature/Fiction   |
| BENCHMARK                  |           | Craft and Structure  |
| GRADE LEVEL<br>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<br>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<br>STANDARD        |           | Reading Standards for Literature/Fiction   |
| BENCHMARK                  |           | Range of Reading and Level of Text Complexity  |
| 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<br>STANDARD        |           | Writing Standards  |
| BENCHMARK                  |           | Text Types and Purposes  |
| GRADE LEVEL EXPECT ATION   | 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<br>STANDARD        |           | Writing Standards  |
| BENCHMARK                  |           | Text Types and Purposes  |
| GRADE LEVEL EXPECT ATION   | 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<br>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 technology36, including the Internet, to produce and publish grade-level writing as well as to interact and collaborate with others.   |
| CONTENT<br>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<br>STANDARD      |           | Speaking and Listening Standards   |
| BENCHMARK                |           | Comprehension and Collaboration  |
| GRADE LEVEL EXPECT ATION | 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<br>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<br>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<br>STANDARD      |          | Language Standards  |
| BENCHMARK                |          | Conventions of Standard English   |
| GRADE LEVEL EXPECT ATION | 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<br>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<br>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<br>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.   |

#### North Dakota Content Standards Language Arts

Grade 6 - Adopted: 2017

| CONTENT         |
|-----------------|
| <b>STANDARD</b> |

| STANDARD                   |           |   |
|----------------------------|-----------|---|
| BENCHMARK                  |           | Key Ideas and Details   |
| GRADE LEVEL EXPECT ATION   | 6.RI.1.   | Read closely to comprehend text   |
| INDICATOR                  | 6.Rl.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<br>ST ANDARD       |           | 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<br>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<br>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<br>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<br>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.      |

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#### **Writing Standards**

| BENCHMARK                  |          | Text Types and Purposes  |
|----------------------------|----------|--|
| GRADE LEVEL EXPECT ATION   | 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<br>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<br>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 technology36, including the Internet, to produce and publish grade-level writing as well as to interact and collaborate with others.   |
| CONTENT<br>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<br>STANDARD        |          | Speaking and Listening Standards   |
| BENCHMARK                  |          | Comprehension and Collaboration  |
| GRADE LEVEL<br>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<br>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<br>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<br>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<br>ST ANDARD     |           | 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<br>STANDARD      |           | Language Standards  |
| BENCHMARK                |           | Vocabulary Acquisition and Use  |
| GRADE LEVEL EXPECT ATION | 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<br>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 8 Page 75-80  |
|                         |           | North Dakota Content Standards  Language Arts  Grade 6 - Adopted: 2017   |
| CONTENT<br>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<br>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<br>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<br>STANDARD     |           | Reading Standards for Informational/Nonfiction Text  |
| BENCHMARK               |           | Integration of Knowledge and Ideas   |

| 6.RI.7.                      | and the same of th |
|------------------------------|--|
|                              | 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.  |
| ı                            | Reading Standards for Informational/Nonfiction Text  |
|                              | Range of Reading and Level of Text Complexity  |
|                              | 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.   |
|                              | Writing Standards  |
|                              | Text Types and Purposes  |
| 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.  |
| 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.   |
| 6.W.2.b.                     | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.   |
| 6.W.2.d.                     | Use precise language and domain-specific vocabulary to inform about or explain the topic.  |
|                              | Writing Standards  |
|                              |  |
|                              | Text Types and Purposes  |
| 6.W.3.                       | Text Types and Purposes  Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.  |
| <b>6.W.3.</b> 6.W.3.d.       | Write narratives to develop real or imagined experiences or events using effective technique, relevant   |
| 6.W.3.d.                     | Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.  Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and  |
| 6.W.3.d.                     | Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.  Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.  |
| 6.W.3.d.                     | Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.  Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.  Writing Standards   |
| 6.W.3.d.<br>6.W.4.           | Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.  Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.  Writing Standards  Production, Distribution, and Range of Writing  Produce clear and coherent writing in which the development, organization, and style are appropriate to a range of   |
| 6.W.3.d.<br>6.W.4.<br>6.W.5. | Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.  Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.  Writing Standards  Production, Distribution, and Range of Writing  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.)  Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing   |
| 6.W.3.d.<br>6.W.4.<br>6.W.5. | Writing Standards  Production, Distribution, and Range of Writing  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.)  Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)  Use technology36, including the Internet, to produce and publish grade-level writing as well as to interact and  |
| 6.W.3.d.<br>6.W.4.<br>6.W.5. | Writing Standards  Production, Distribution, and Range of Writing  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.)  Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)  Use technology36, including the Internet, to produce and publish grade-level writing as well as to interact and collaborate with others.   |
| 6                            | 6.W.2.<br>6.W.2.a.<br>6.W.2.b.   |

| INDICATOR                | 6.W.8.b.  | Quote or paraphrase the information and conclusions of others.  |
|--------------------------|-----------|---|
| CONTENT<br>STANDARD      |           | Speaking and Listening Standards  |
| BENCHMARK                |           | Comprehension and Collaboration   |
| GRADE LEVEL EXPECT ATION | 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<br>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<br>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<br>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) |
|                          |           | Language Standards  |
| CONTENT<br>STANDARD      |           |   |
|                          |           | Knowledge of Language   |

| INDICATOR  | 6.L.3.b.               | Maintain consistency in style.   |
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| CONTENT<br>STANDARD  |                        | Language Standards   |
| BENCHMARK  |                        | Vocabulary Acquisition and Use   |
| GRADE LEVEL EXPECT ATION   | 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<br>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<br>STANDARD  |                        | Reading Standards for Informational/Nonfiction Text  |
|  |                        |  |
| BENCHMARK  |                        | Key Ideas and Details  |
| GRADE LEVEL EXPECTATION  | 6.RI.1.                | Read closely to comprehend text  |
| GRADE LEVEL  | 6.RI.1.<br>6.RI.1.a.   |  |
| GRADE LEVEL<br>EXPECT ATION  |                        | Read closely to comprehend text  Cite textual evidence to support analysis of what the text says explicitly.(Textual evidence may include graphs,  |
| GRADE LEVEL EXPECT AT ION  INDICATOR   | 6.RI.1.a.              | Read closely to comprehend text  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.)  Cite textual evidence to support inferences drawn from the text. (Textual evidence may include graphs, charts,   |
| GRADE LEVEL EXPECT AT ION  INDICATOR  INDICATOR  | 6.RI.1.a.<br>6.RI.1.b. | Read closely to comprehend text  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.)  Cite textual evidence to support inferences drawn from the text. (Textual evidence may include graphs, charts, diagrams, maps, pictures as well as text.)  |
| GRADE LEVEL EXPECTATION  INDICATOR  INDICATOR  INDICATOR  CONTENT  | 6.RI.1.a.<br>6.RI.1.b. | Read closely to comprehend text  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.)  Cite textual evidence to support inferences drawn from the text. (Textual evidence may include graphs, charts, diagrams, maps, pictures as well as text.)  Provide an objective (excluding personal opinions or judgments) summary of the text.  |
| GRADE LEVEL EXPECT AT ION  INDICATOR  INDICATOR  INDICATOR  CONTENT STANDARD   | 6.RI.1.a.<br>6.RI.1.b. | Read closely to comprehend text  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.)  Cite textual evidence to support inferences drawn from the text. (Textual evidence may include graphs, charts, diagrams, maps, pictures as well as text.)  Provide an objective (excluding personal opinions or judgments) summary of the text.  Reading Standards for Informational/Nonfiction Text   |
| GRADE LEVEL EXPECT AT ION  INDICATOR  INDICATOR  INDICATOR  CONTENT STANDARD  BENCHMARK  GRADE LEVEL   | 6.RI.1.b.<br>6.RI.1.c. | Read closely to comprehend text  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.)  Cite textual evidence to support inferences drawn from the text. (Textual evidence may include graphs, charts, diagrams, maps, pictures as well as text.)  Provide an objective (excluding personal opinions or judgments) summary of the text.  Reading Standards for Informational/Nonfiction Text  Key Ideas and Details  |
| GRADE LEVEL EXPECT AT ION  INDICATOR  INDICATOR  INDICATOR  CONTENT STANDARD  BENCHMARK  GRADE LEVEL EXPECTATION  GRADE LEVEL                      | 6.RI.1.b.<br>6.RI.1.c. | Read closely to comprehend text  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.)  Cite textual evidence to support inferences drawn from the text. (Textual evidence may include graphs, charts, diagrams, maps, pictures as well as text.)  Provide an objective (excluding personal opinions or judgments) summary of the text.  Reading Standards for Informational/Nonfiction Text  Key Ideas and Details  Determine a central idea of a text and explain how it is conveyed through particular details.  Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through                         |
| GRADE LEVEL EXPECT AT ION  INDICATOR  INDICATOR  INDICATOR  CONTENT STANDARD  BENCHMARK  GRADE LEVEL EXPECTATION  GRADE LEVEL EXPECTATION  CONTENT | 6.RI.1.b.<br>6.RI.1.c. | Read closely to comprehend text  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.)  Cite textual evidence to support inferences drawn from the text. (Textual evidence may include graphs, charts, diagrams, maps, pictures as well as text.)  Provide an objective (excluding personal opinions or judgments) summary of the text.  Reading Standards for Informational/Nonfiction Text  Key Ideas and Details  Determine a central idea of a text and explain how it is conveyed through particular details.  Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). |

| GRADE LEVEL 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<br>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<br>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<br>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<br>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<br>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<br>STANDARD        |          | Writing Standards  |
| BENCHMARK                  |          | Production, Distribution, and Range of Writing   |
|                            |          |  |

| 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 technology36, including the Internet, to produce and publish grade-level writing as well as to interact and collaborate with others.  |
| CONTENT<br>ST ANDARD       |           | 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.  |
| INDICATOR                  | 6.W.8.d.  | Provide basic bibliographic information for sources.  |
| CONTENT<br>STANDARD        |           | Speaking and Listening Standards  |
| BENCHMARK                  |           | Comprehension and Collaboration   |
| GRADE LEVEL<br>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<br>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:  |
| INDICATOR                  | 6.L.1.c.  | Recognize and correct inappropriate shifts in pronoun number and person.  |
| CONTENT<br>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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#### 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 EXPECT ATION | 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. |

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#### North Dakota Content Standards Language Arts

Grade 6 - Adopted: 2017

#### CONTENT STANDARD

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

| GRADE LEVEL EXPECT ATION | 6.RI.1.   | Read closely to comprehend text  |
|--------------------------|-----------|--|
| INDICATOR                | 6.Rl.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.Rl.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<br>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<br>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.  |
| CONTENT<br>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<br>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<br>STANDARD      |           | Writing Standards  |
| BENCHMARK                |           | Text Types and Purposes  |
| GRADE LEVEL EXPECT ATION | 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<br>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<br>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 technology36, including the Internet, to produce and publish grade-level writing as well as to interact and collaborate with others.   |
| CONTENT<br>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:   |
| INDICATOR                | 6.L.1.a. | Recognize and correct inappropriate shifts in verb tense.  |
| CONTENT<br>STANDARD      |          | Language Standards   |
| BENCHMARK                |          | Conventions of Standard English  |
| GRADE LEVEL EXPECT ATION | 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<br>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.   |  |
|-------------------------|--------------------------------|---|--|
| 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<br>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<br>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<br>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<br>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 5: WRITING FROM PICTURES Week 11 Page 99-106   |  |
|                         | North Dakota Content Standards |   |  |

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 EXPECT ATION | 6.RI.1.   | Read closely to comprehend text  |
|--------------------------|-----------|--|
| INDICATOR                | 6.Rl.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.Rl.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<br>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<br>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.  |
| CONTENT<br>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<br>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<br>STANDARD      |           | Writing Standards  |
| BENCHMARK                |           | Text Types and Purposes  |
| GRADE LEVEL EXPECT ATION | 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<br>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.d. | Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.  |
| CONTENT<br>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 technology36, including the Internet, to produce and publish grade-level writing as well as to interact and collaborate with others.   |
| CONTENT<br>STANDARD      |          | Language Standards   |
| BENCHMARK                |          | Conventions of Standard English  |
| GRADE LEVEL EXPECT ATION | 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<br>STANDARD      |          | Language Standards   |
| BENCHMARK                |          | Conventions of Standard English  |
| GRADE LEVEL EXPECT ATION | 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<br>STANDARD      |          | Language Standards   |
| BENCHMARK                |          | Conventions of Standard English  |
| GRADE LEVEL EXPECT ATION | 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<br>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<br>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<br>ST ANDARD    |          | 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 5: WRITING FROM PICTURES Week 12 Page 107-114  |
|                         |          | Novith Dakata Contant Standards   |

## North Dakota Content Standards Language Arts

Grade 6 - Adopted: 2017

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#### 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 Reading Standards for Literature/Fiction STANDARD

| 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<br>STANDARD      |          | Reading Standards for Literature/Fiction   |
| BENCHMARK                |          | Range of Reading and Level of Text Complexity  |
| 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<br>STANDARD      |          | Writing Standards  |
| BENCHMARK                |          | Text Types and Purposes  |
| GRADE LEVEL EXPECT ATION | 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. |
| CONTENT<br>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.  |
| CONTENT<br>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 technology36, including the Internet, to produce and publish grade-level writing as well as to interact and collaborate with others.   |
| CONTENT<br>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.h. | Ensure pronoun-antecedent agreement.  |
| INDICATOR               | 6.L.1.j. | Resolve issues of complex or contested usage, consulting reliable references as needed.   |
| CONTENT<br>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<br>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<br>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.   |
|                         |          | UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 13 Page 115-126  |
|                         |          | North Dakota Content Standards  Language Arts  Grade 6 - Adopted: 2017  |
| CONTENT<br>STANDARD     |          | Reading Standards for Informational/Nonfiction Text   |
| BENCHWARK               |          | Key Ideas and Datails   |

| 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<br>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., throug examples or anecdotes).  |
| CONTENT<br>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<br>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<br>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<br>STANDARD         |           | Writing Standards  |
| BENCHMARK                   |           | Text Types and Purposes  |
| GRADE LEVEL<br>EXPECT ATION | 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<br>STANDARD         |          | Writing Standards  |
| BENCHMARK                   |          | Text Types and Purposes  |
| GRADE LEVEL EXPECT ATION    | 6.W.3.   | Write narratives to develop real or imagined experiences or events using effective technique, relevandescriptive 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<br>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<br>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<br>STANDARD         |          | Writing Standards  |
| BENCHMARK                   |          | Research to Build and Present Knowledge  |
| GRADE LEVEL<br>EXPECT ATION | 6.W.7.   | Conduct short research projects to answer a question.  |
| INDICATOR                   | 6.W.7.a. | Draw on several sources.   |
| CONTENT<br>STANDARD         |          | Writing Standards  |
| BENCHMARK                   |          | Research to Build and Present Knowledge  |
| GRADE LEVEL                 |          | Gather relevant information from multiple print and digital sources.   |
| EXPECTATION                 | 6.W.8.   |  |
|                             | 6.W.8.b. | Quote or paraphrase the information and conclusions of others.   |
| EXPECT ATION                |          |  |
| INDICATOR  CONTENT          |          | Quote or paraphrase the information and conclusions of others.   |
| INDICATOR  CONTENT STANDARD |          | Quote or paraphrase the information and conclusions of others.  Writing Standards  |

#### CONTENT STANDARD

#### **Speaking and Listening Standards**

| BENCHMARK                |           | Comprehension and Collaboration   |
|--------------------------|-----------|---|
| GRADE LEVEL EXPECT ATION | 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 |          | 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 EXPECT ATION | 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:  |
|                         |        |  |

#### CONTENT STANDARD

#### **Language Standards**

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

**INDICATOR** 

6.L.3.b.

Maintain consistency in style.

| CO | NT | ΕN | ΙT |
|----|----|----|----|
| ST | ΑN | DA | RD |

| 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 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  |
|-------------------------|---------|--|
| 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<br>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<br>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<br>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<br>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<br>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<br>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<br>STANDARD         |           | Writing Standards   |
| BENCHMARK                   |           | Research to Build and Present Knowledge   |
| GRADE LEVEL<br>EXPECT ATION | 6.W.7.    | Conduct short research projects to answer a question.   |
| INDICATOR                   | 6.W.7.a.  | Draw on several sources.  |
| CONTENT<br>STANDARD         |           | Writing Standards   |
| BENCHMARK                   |           | Research to Build and Present Knowledge   |
| GRADE LEVEL EXPECT ATION    | 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<br>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<br>STANDARD         |           | Speaking and Listening Standards  |
| BENCHMARK                   |           | Comprehension and Collaboration   |
| GRADE LEVEL EXPECT ATION    | 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<br>STANDARD         |           | Language Standards  |
| BENCHMARK                   |           | Conventions of Standard English   |
| GRADE LEVEL<br>EXPECT ATION | 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<br>STANDARD      |          | Language Standards  |
| BENCHMARK                |          | Conventions of Standard English   |
| GRADE LEVEL EXPECT ATION | 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<br>STANDARD      |          | Language Standards  |
| BENCHMARK                |          | Conventions of Standard English   |
| GRADE LEVEL EXPECT ATION | 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<br>STANDARD      |          | Language Standards  |
| BENCHMARK                |          | Conventions of Standard English   |
| GRADE LEVEL EXPECT ATION | 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<br>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<br>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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| 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.Rl.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

**BENCHMARK** 

#### Reading Standards for Informational/Nonfiction Text

Integration of Knowledge and Ideas

| STANDARD                |         |  |
|-------------------------|---------|--|
| 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<br>STANDARD     |         | Reading Standards for Informational/Nonfiction Text  |

| 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<br>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<br>STANDARD        |          | Writing Standards  |
| BENCHMARK                  |          | Text Types and Purposes  |
| GRADE LEVEL<br>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<br>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<br>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 technology36, including the Internet, to produce and publish grade-level writing as well as to interact and collaborate with others.   |
| CONTENT<br>STANDARD        |          | Writing Standards  |
|                            |          |  |

| BENCHMARK   |                                     | Research to Build and Present Knowledge  |
|---|-------------------------------------|--|
|   |                                     |  |
| GRADE LEVEL EXPECT ATION  | 6.W.7.                              | Conduct short research projects to answer a question.  |
| INDICATOR   | 6.W.7.a.                            | Draw on several sources.   |
| CONTENT<br>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<br>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<br>STANDARD   |                                     | Speaking and Listening Standards   |
|   |                                     |  |
| BENCHMARK   |                                     | Comprehension and Collaboration  |
| BENCHMARK  GRADE LEVEL EXPECT ATION   | 6.SL.1.                             | Comprehension and Collaboration  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.   |
| GRADE LEVEL   | 6.SL.1.a.                           | 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   |
| GRADE LEVEL<br>EXPECT ATION   |                                     | 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.  Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by  |
| GRADE LEVEL EXPECT ATION  INDICATOR   | 6.SL.1.a.                           | 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.  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.a.<br>6.SL.1.b.              | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.  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.  Follow rules for collaborative discussions, set specific goals and deadlines, and define individual roles as needed.  Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic,   |
| INDICATOR  INDICATOR  INDICATOR  INDICATOR  CONTENT   | 6.SL.1.a.<br>6.SL.1.b.              | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.  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.  Follow rules for collaborative discussions, set specific goals and deadlines, and define individual roles as needed.  Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue being discussed.   |
| INDICATOR  INDICATOR  INDICATOR  INDICATOR  CONTENT STANDARD  | 6.SL.1.a.<br>6.SL.1.b.              | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.  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.  Follow rules for collaborative discussions, set specific goals and deadlines, and define individual roles as needed.  Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue being discussed.  Language Standards   |
| GRADE LEVEL EXPECT ATION  INDICATOR  INDICATOR  INDICATOR  CONTENT STANDARD  BENCHMARK  GRADE LEVEL                         | 6.SL.1.a.<br>6.SL.1.b.<br>6.SL.1.c. | 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.  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.  Follow rules for collaborative discussions, set specific goals and deadlines, and define individual roles as needed.  Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue being discussed.  Language Standards  Conventions of Standard English  |
| GRADE LEVEL EXPECT ATION  INDICATOR  INDICATOR  INDICATOR  CONTENT STANDARD  BENCHMARK  GRADE LEVEL EXPECT ATION            | 6.SL.1.a.<br>6.SL.1.b.<br>6.SL.1.c. | 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.  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.  Follow rules for collaborative discussions, set specific goals and deadlines, and define individual roles as needed.  Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue being discussed.  Language Standards  Conventions of Standard English  Within the context of authentic English writing and speaking            |
| GRADE LEVEL EXPECT ATION  INDICATOR  INDICATOR  INDICATOR  CONTENT STANDARD  BENCHMARK  GRADE LEVEL EXPECT ATION  INDICATOR | 6.SL.1.a. 6.SL.1.b. 6.SL.1.c.       | 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.  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.  Follow rules for collaborative discussions, set specific goals and deadlines, and define individual roles as needed.  Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue being discussed.  Language Standards  Conventions of Standard English  Within the context of authentic English writing and speaking  Practice: |

| 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. 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  Language Standards  Knowledge of Language  GRADE LEVEL EXPECTATION  6.L.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.  Language Standards  Language Standards  CONTENT  Language Standards  Vocabulary Acquisition and Use  GRADE LEVEL 6.L.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade for 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  Language Standards  |                      |          |  |
|--|----------------------|----------|--|
| INDICATOR 6.L.1.4. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.  Language Standards  BENCHMARK Conventions of Standard English  BENCHMARK Conventions of Standard English  CRADE LEVEL 6.L.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  INDICATOR 6.L.2. 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 Language Standards  SENCHMARK Knowledge of Language  GRADE LEVEL 6.L.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.  EXPECTATION 6.L.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade is reading and content, choosing flexibly from a range of strategies.  INDICATOR 6.L.4. 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 Language Standards  BENCHMARK Vocabulary Acquisition and Use  CONTENT Language Standards  |                      | 6.L.1.   | Within the context of authentic English writing and speaking                                 |
| CONTENT STANDARD 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 6.L.2. 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  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. Maintain consistency in style.  CONTENT STANDARD  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 EXPECTATION 6.L.4. Determine or clarify the 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  La | INDICATOR            |          | Demonstrate proficiency in:  |
| BENCHMARK  Conventions of Standard English  GRADE LEVEL  SPECIATION  CONTENT  Language Standards  Knowledge of Language and its conventions when writing, speaking, reading, or listening.  INDICATOR  6.1.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.  INDICATOR  6.1.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.  INDICATOR  6.1.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.  INDICATOR  6.1.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.  BENCHMARK  Vocabulary Acquisition and Use  GRADE LEVEL  GRADE LEVEL  6.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade expect action  GRADE LEVEL  EXPECTATION  6.1.4. 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  BENCHMARK  Vocabulary Acquisition and Use  GRADE LEVEL  GRADE LEVEL  GRADE LEVEL  CONTENT  STANDARD  Language Standards  | INDICATOR            | 6.L.1.k. | Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.  |
| Series   S   | CONTENT<br>STANDARD  |          | Language Standards   |
| INDICATOR   Practice:     INDICATOR   Practice:     INDICATOR   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   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   Spell grade   Standards    | BENCHMARK            |          | Conventions of Standard English  |
| 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  ENCHMARK  Knowledge of Language  GRADE LEVEL EXPECTATION 6.L.3.b. Maintain consistency in style.  CONTENT STANDARD  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 ferading and content, choosing flexibly from a range of strategies.  INDICATOR 6.L.4. 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  ENCHMARK  Vocabulary Acquisition and Use  CONTENT Language Standards  Language Standards  Vocabulary Acquisition and Use  GRADE LEVEL EXPECTATION  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 16 Page 153-158   |                      | 6.L.2.   |  |
| GRADE LEVEL EXPECTATION  CONTENT STANDARD  Language Standards  Knowledge of Language  GRADE LEVEL EXPECTATION  6.L.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.  Language Standards  Maintain consistency in style.  Language Standards  Language Standards  CONTENT STANDARD  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. 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  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 16 Page 153-158   | INDICATOR            |          | Practice:  |
| BENCHMARK  Knowledge of Language  CRADE LEVEL EXPECTATION  6.L.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.  INDICATOR  6.L.3. 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  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 16 Page 153-158   | INDICATOR            | 6.L.2.b. |  |
| INDICATOR 6.L.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.  Language Standards  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. 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  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 16 Page 153-158  | CONTENT<br>STANDARD  |          | Language Standards   |
| INDICATOR 6.L.3.b. Maintain consistency in style.  CONTENT STANDARD  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. 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  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 16 Page 153-158   | BENCHMARK            |          | Knowledge of Language  |
| Language Standards    Vocabulary Acquisition and Use   |                      | 6.L.3.   | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| 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  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 16 Page 153-158  | INDICATOR            | 6.L.3.b. | Maintain consistency in style.   |
| CONTENT STANDARD   Content   Conte   | CONTENT<br>ST ANDARD |          | Language Standards   |
| 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   |
| CONTENT STANDARD  Language Standards  Vocabulary Acquisition and Use  GRADE LEVEL EXPECTATION  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 16 Page 153-158  |                      | 6.L.4.   |  |
| BENCHMARK  Vocabulary Acquisition and Use  GRADE LEVEL 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 16 Page 153-158   | INDICATOR            | 6.L.4.a. |  |
| GRADE LEVEL 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 16 Page 153-158  | CONTENT<br>STANDARD  |          | Language Standards   |
| EXPECTATION vocabulary knowledge when considering a word or phrase important to comprehension or expression.  UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 16 Page 153-158   | BENCHMARK            |          | Vocabulary Acquisition and Use   |
|  |                      | 6.L.6.   |  |
| North Dakota Content Standards   |                      |          | UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 16 Page 153-158                                 |
| Language Arts  Grade 6 - Adopted: 2017   |                      |          | Language Arts  |
| · · · · · · · · · · · · · · · · · · ·  | CONTENT<br>STANDARD  |          | Reading Standards for Informational/Nonfiction Text  |
| BENCHMARK Key Ideas and Details  | BENCHMARK            |          | Key Ideas and Details  |
| GRADE LEVEL 6.RI.1. Read closely to comprehend text  |                      | 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<br>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<br>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<br>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<br>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<br>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<br>STANDARD      |          | Writing Standards  |
| BENCHMARK                |          | Text Types and Purposes  |
| GRADE LEVEL EXPECT ATION | 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<br>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 technology36, including the Internet, to produce and publish grade-level writing as well as to interact and collaborate with others.   |
| CONTENT<br>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<br>STANDARD      |          | Writing Standards  |
| BENCHMARK                |          | Research to Build and Present Knowledge  |
| GRADE LEVEL EXPECT ATION | 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.   |
| INDICATOR                | 6.W.8.d. | Provide basic bibliographic information for sources.   |

CONTENT Writing Standards STANDARD

| BENCHMARK                |           | Decears to Build and Dresent Knowledge  |
|--------------------------|-----------|---|
|                          |           | 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<br>STANDARD      |           | Speaking and Listening Standards  |
| BENCHMARK                |           | Comprehension and Collaboration   |
| GRADE LEVEL EXPECT ATION | 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<br>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<br>STANDARD      |           | Language Standards  |
| BENCHMARK                |           | Conventions of Standard English   |
| GRADE LEVEL EXPECT ATION | 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<br>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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| GRADE LEVEL 6.L.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. | BENCHMARK | Knowledge of Language  |
|---|-----------|--|
|   |           | 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**

clue to the meaning of a word or phrase.

| BENCHMARK               |          | Vocabulary Acquisition and Use   |
|-------------------------|----------|--|
| GRADE LEVEL EXPECTATION |          | 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   |

**Language Standards** 

#### CONTENT STANDARD

| BENCHMARK                         | Vocabulary Acquisition and Use   |
|-----------------------------------|--|
| GRADE LEVEL 6.L.6.<br>EXPECTATION | 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                 |          | Writing Chandards  |

#### CONTENT **STANDARD**

#### **Writing Standards**

| BENCHMARK               | Text Types and Purposes  |
|-------------------------|--|
| GRADE LEVEL EXPECTATION | 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<br>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 technology36, including the Internet, to produce and publish grade-level writing as well as to interact and collaborate with others.   |
| CONTENT<br>ST ANDARD     |           | Speaking and Listening Standards   |
| BENCHMARK                |           | Comprehension and Collaboration  |
| GRADE LEVEL EXPECT ATION | 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<br>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<br>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<br>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<br>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.  |

#### UNIT 7: INVENTIVE WRITING Week 18 Page 165-172

### North Dakota Content Standards Language Arts Grade 6 - Adonted: 2017

|                         |          | Grade 6 - Adopted: 2017  |
|-------------------------|----------|--|
| CONTENT<br>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<br>ST ANDARD    |          | 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  |

Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and

characters.

events.

6.W.3.d.

INDICATOR

| INDICATOR               | 6.W.3.e. | Provide a conclusion that follows from the narrated experiences or events.  |  |
|-------------------------|----------|---|--|
| CONTENT<br>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 technology36, including the Internet, to produce and publish grade-level writing as well as to interact and collaborate with others.  |  |
| CONTENT<br>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<br>ST ANDARD    |          | 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<br>ST ANDARD    |          | 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<br>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.  |  |

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#### UNIT 7: INVENTIVE WRITING Week 19 Page 173-178

# 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 technology36, 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.  |
|---|----------|--|
| CONTENT<br>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<br>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)  |
|   | 6.L.2.b. | Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and  |
| 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)  |
| INDICATOR  CONTENT STANDARD                                     | 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)  Language Standards  |
| INDICATOR  CONTENT STANDARD  BENCHMARK  GRADE LEVEL             |          | 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)  Language Standards  Knowledge of Language   |
| INDICATOR  CONTENT STANDARD  BENCHMARK  GRADE LEVEL EXPECTATION | 6.L.3.   | 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)  Language Standards  Knowledge of Language  Use knowledge of language and its conventions when writing, speaking, reading, or listening. |

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

Reading Standards for Informational/Nonfiction Text

| STANDARD                |           |   |
|-------------------------|-----------|---|
| 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 Reading Standards for Informational/Nonfiction Text **STANDARD**

CONTENT

| BENCHMARK                  |          | Key Ideas and Details  |  |
|----------------------------|----------|--|--|
| GRADE LEVEL<br>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<br>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<br>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 i 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<br>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 comedia, proficiently and independently, with scaffolding as needed.   |  |
| CONTENT<br>ST ANDARD       |          | Writing Standards  |  |
| BENCHMARK                  |          | Text Types and Purposes  |  |
| GRADE LEVEL<br>EXPECTATION | 6.W.2.   | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and informatio 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<br>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<br>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 technology36, including the Internet, to produce and publish grade-level writing as well as to interact and collaborate with others.   |  |
| CONTENT<br>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<br>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.   |  |
| INDICATOR                | 6.W.8.d. | Provide basic bibliographic information for sources.   |  |
| CONTENT<br>STANDARD      |          | Writing Standards  |  |
| BENCHMARK                |          | Research to Build and Present Knowledge  |  |
| GRADE LEVEL EXPECT ATION | 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   |  |

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BENCHMARK

Vocabulary Acquisition and Use

#### **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<br>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<br>ST ANDARD  |          | 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<br>STANDARD   |          | Language Standards   |
|   |          | Language Standards  Knowledge of Language  |
| STANDARD  | 6.L.3.   |  |
| STANDARD  BENCHMARK  GRADE LEVEL  |          | Knowledge of Language  |
| STANDARD  BENCHMARK  GRADE LEVEL EXPECTATION  | 6.L.3.   | Knowledge of Language  Use knowledge of language and its conventions when writing, speaking, reading, or listening.  |
| BENCHMARK  GRADE LEVEL EXPECTATION  INDICATOR  CONTENT                                  | 6.L.3.   | Knowledge of Language  Use knowledge of language and its conventions when writing, speaking, reading, or listening.  Maintain consistency in style.  |
| BENCHMARK  GRADE LEVEL EXPECTATION  INDICATOR  CONTENT STANDARD                         | 6.L.3.   | Knowledge of Language  Use knowledge of language and its conventions when writing, speaking, reading, or listening.  Maintain consistency in style.  Language Standards  |
| BENCHMARK  GRADE LEVEL EXPECTATION  INDICATOR  CONTENT STANDARD  BENCHMARK  GRADE LEVEL | 6.L.3.b. | Knowledge of Language  Use knowledge of language and its conventions when writing, speaking, reading, or listening.  Maintain consistency in style.  Language Standards  Vocabulary Acquisition and Use  Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade |

| 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 8: FORMAL ESSAY MODELS Week 21 Page 193-202   |
|                         |           | North Dakota Content Standards  Language Arts  Grade 6 - Adopted: 2017   |
| CONTENT<br>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<br>ST ANDARD    |           | 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<br>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<br>STANDARD     |           | Reading Standards for Informational/Nonfiction Text  |
|                         |           |  |

Integrate information presented in different media or formats (e.g., visuals, tables, charts, and graphs) as well as in

Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a

BENCHMARK

GRADE LEVEL

**EXPECTATION** 

GRADE LEVEL

**EXPECTATION** 

6.RI.7.

6.RI.9.

Integration of Knowledge and Ideas

biography on the same person).

written text to develop a coherent understanding of a topic or issue.

#### CONTENT STANDARD

**BENCHMARK** 

#### 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<br>ST ANDARD   |                    | 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<br>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.  |
| INDICATOR  CONTENT STANDARD  | 6.W.3.d.           |  |
| CONTENT  | 6.W.3.d.           | events.  |
| CONTENT<br>ST AND ARD  | 6.W.3.d.<br>6.W.4. | events.  Writing Standards   |
| CONTENT<br>STANDARD<br>BENCHMARK<br>GRADE LEVEL                      |                    | Writing Standards  Production, Distribution, and Range of Writing  Produce clear and coherent writing in which the development, organization, and style are appropriate to a range of  |
| CONTENT<br>STANDARD  BENCHMARK  GRADE LEVEL EXPECTATION  GRADE LEVEL | 6.W.4.             | Production, Distribution, and Range of Writing  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.)  Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing |

Research to Build and Present Knowledge

| GRADE LEVEL EXPECT ATION         | 6.W.7.    | Conduct short research projects to answer a question.   |
|----------------------------------|-----------|---|
| INDICATOR                        | 6.W.7.a.  | Draw on several sources.  |
| CONTENT<br>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<br>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<br>STANDARD              |           | Speaking and Listening Standards  |
| BENCHMARK                        |           | Comprehension and Collaboration   |
| GRADE LEVEL EXPECT ATION         | 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                          |           | Language Standards  |
| STANDARD                         |           |   |
|                                  |           | Conventions of Standard English   |
| STANDARD                         | 6.L.1.    | Conventions of Standard English  Within the context of authentic English writing and speaking   |
| STANDARD  BENCHMARK  GRADE LEVEL | 6.L.1.    |   |

| CONTENT  |  |
|----------|--|
| STANDARD |  |

| BENCHMARK                |          | Conventions of Standard English   |
|--------------------------|----------|---|
| GRADE LEVEL EXPECT ATION |          | 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

| DENIGUIMADIA            |          |   |
|-------------------------|----------|---|
| 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 EXPECT ATION | 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 | 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 22 Page 203-219

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

Reading Standards for Literature/Fiction

#### CONTENT STANDARD

#### 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<br>ST ANDARD  |                        | 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<br>STANDARD   |                        | Reading Standards for Literature/Fiction  |
| BENCHMARK   |                        | Craft and Structure   |
| 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<br>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<br>STANDARD   |                        | Reading Standards for Literature/Fiction  |
| BENCHMARK   |                        | Range of Reading and Level of Text Complexity   |
| 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.  |
|   | 6.RL.10.               |   |
| EXPECTATION CONTENT   | 6.RL.10.               | media, proficiently and independently, with scaffolding as needed.  |
| CONTENT<br>ST AND ARD   | 6.RL.10.               | media, proficiently and independently, with scaffolding as needed.  Reading Standards for Informational/Nonfiction Text   |
| CONTENT STANDARD  BENCHMARK  GRADE LEVEL  |                        | media, proficiently and independently, with scaffolding as needed.  Reading Standards for Informational/Nonfiction Text  Key Ideas and Details  |
| CONTENT<br>STANDARD  BENCHMARK  GRADE LEVEL EXPECTATION                             | 6.RI.1.                | media, proficiently and independently, with scaffolding as needed.  Reading Standards for Informational/Nonfiction Text  Key Ideas and Details  Read closely to comprehend text  Cite textual evidence to support analysis of what the text says explicitly.(Textual evidence may include graphs,   |
| CONTENT STANDARD  BENCHMARK  GRADE LEVEL EXPECT AT ION  INDICATOR                   | 6.RI.1.a.<br>6.RI.1.b. | media, proficiently and independently, with scaffolding as needed.  Reading Standards for Informational/Nonfiction Text  Key Ideas and Details  Read closely to comprehend text  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.)  Cite textual evidence to support inferences drawn from the text. (Textual evidence may include graphs, charts,  |
| CONTENT STANDARD  BENCHMARK  GRADE LEVEL EXPECTATION  INDICATOR  INDICATOR  CONTENT | 6.RI.1.a.<br>6.RI.1.b. | media, proficiently and independently, with scaffolding as needed.  Reading Standards for Informational/Nonfiction Text  Key Ideas and Details  Read closely to comprehend text  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.)  Cite textual evidence to support inferences drawn from the text. (Textual evidence may include graphs, charts, diagrams, maps, pictures as well as text.) |

| 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<br>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.  |
| CONTENT<br>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<br>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<br>STANDARD  |                                | Writing Standards  |
|  |                                |  |
| BENCHMARK  |                                | Text Types and Purposes  |
| BENCHMARK  GRADE LEVEL EXPECT ATION  | 6.W.2.                         | Text Types and Purposes  Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.   |
| GRADE LEVEL  | <b>6.W.2.</b> 6.W.2.b.         | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information   |
| GRADE LEVEL<br>EXPECT ATION  |                                | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  |
| GRADE LEVEL EXPECT AT ION  INDICATOR  CONTENT  |                                | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.  |
| GRADE LEVEL EXPECTATION  INDICATOR  CONTENT STANDARD   |                                | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.  Writing Standards   |
| GRADE LEVEL EXPECT ATION  INDICATOR  CONTENT STANDARD  BENCHMARK  GRADE LEVEL                                    | 6.W.2.b.                       | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.  Writing Standards  Text Types and Purposes  Write narratives to develop real or imagined experiences or events using effective technique, relevant  |
| GRADE LEVEL EXPECT ATION  INDICATOR  CONTENT STANDARD  BENCHMARK  GRADE LEVEL EXPECT ATION                       | 6.W.2.b.                       | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.  Writing Standards  Text Types and Purposes  Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.  Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an  |
| GRADE LEVEL EXPECT ATION  INDICATOR  CONTENT STANDARD  BENCHMARK  GRADE LEVEL EXPECT ATION  INDICATOR            | 6.W.3.<br>6.W.3.               | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.  Writing Standards  Text Types and Purposes  Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.  Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.  Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or  |
| GRADE LEVEL EXPECT ATION  INDICATOR  CONTENT STANDARD  BENCHMARK  GRADE LEVEL EXPECT ATION  INDICATOR  INDICATOR | 6.W.3.<br>6.W.3.a.<br>6.W.3.b. | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.  Writing Standards  Text Types and Purposes  Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.  Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.  Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.  Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and |

| 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 technology36, including the Internet, to produce and publish grade-level writing as well as to interact and collaborate with others.   |
| CONTENT<br>ST ANDARD       |           | 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<br>STANDARD        |           | Speaking and Listening Standards   |
| BENCHMARK                  |           | Comprehension and Collaboration  |
| GRADE LEVEL<br>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<br>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<br>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<br>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<br>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<br>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.  |
|   | <b>6.L.4.</b> 6.L.4.a. | 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.  Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.   |
| EXPECTATION   | 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  |
| INDICATOR  CONTENT  | 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  CONTENT STANDARD   | 6.L.4.a.               | Greading and content, choosing flexibly from a range of strategies.  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.  Language Standards  |
| EXPECTATION  INDICATOR  CONTENT STANDARD  BENCHMARK  GRADE LEVEL                  | 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.  Language Standards  Vocabulary Acquisition and Use  Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather  |
| EXPECTATION  INDICATOR  CONTENT STANDARD  BENCHMARK  GRADE LEVEL                  | 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.  Language Standards  Vocabulary Acquisition and Use  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 23 Page 221-230  North Dakota Content Standards   |
| EXPECTATION  INDICATOR  CONTENT STANDARD  BENCHMARK  GRADE LEVEL                  | 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.  Language Standards  Vocabulary Acquisition and Use  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 23 Page 221-230   |
| EXPECTATION  INDICATOR  CONTENT STANDARD  BENCHMARK  GRADE LEVEL                  | 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.  Language Standards  Vocabulary Acquisition and Use  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 23 Page 221-230  North Dakota Content Standards Language Arts   |
| INDICATOR  CONTENT STANDARD  BENCHMARK  GRADE LEVEL EXPECTATION  CONTENT          | 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.  Language Standards  Vocabulary Acquisition and Use  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 23 Page 221-230  North Dakota Content Standards  Language Arts  Grade 6 - Adopted: 2017   |
| INDICATOR  CONTENT STANDARD  BENCHMARK  GRADE LEVEL EXPECTATION  CONTENT STANDARD | 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.  Language Standards  Vocabulary Acquisition and Use  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 23 Page 221-230  North Dakota Content Standards  Language Arts  Grade 6 - Adopted: 2017  Reading Standards for Literature/Fiction |

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<br>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<br>STANDARD     |           | Reading Standards for Literature/Fiction   |
| BENCHMARK               |           | Craft and Structure  |
| 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<br>STANDARD     |           | Reading Standards for Literature/Fiction   |
| BENCHMARK               |           | Range of Reading and Level of Text Complexity  |
| 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<br>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.)                                |
| CONTENT<br>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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#### 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.  |
| CONTENT<br>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<br>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<br>STANDARD   |                                | Writing Standards  |
| DENCHMARK   |                                | Text Types and Purposes  |
| BENCHMARK   |                                | 7  |
| 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.  |
| GRADE LEVEL   | <b>6.W.2.</b> 6.W.2.b.         | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information   |
| GRADE LEVEL EXPECT ATION  |                                | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  |
| GRADE LEVEL EXPECT ATION  INDICATOR  CONTENT  |                                | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.  |
| GRADE LEVEL EXPECT AT ION  INDICATOR  CONTENT STANDARD  |                                | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.  Writing Standards   |
| GRADE LEVEL EXPECT ATION  INDICATOR  CONTENT STANDARD  BENCHMARK  GRADE LEVEL   | 6.W.2.b.                       | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.  Writing Standards  Text Types and Purposes  Write narratives to develop real or imagined experiences or events using effective technique, relevant  |
| GRADE LEVEL EXPECT ATION  INDICATOR  CONTENT STANDARD  BENCHMARK  GRADE LEVEL EXPECT ATION                                  | 6.W.2.b.                       | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.  Writing Standards  Text Types and Purposes  Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.  Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an  |
| GRADE LEVEL EXPECT ATION  INDICATOR  CONTENT STANDARD  BENCHMARK  GRADE LEVEL EXPECT ATION  INDICATOR                       | 6.W.3.<br>6.W.3.               | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.  Writing Standards  Text Types and Purposes  Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.  Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.  Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or  |
| GRADE LEVEL EXPECT ATION  INDICATOR  CONTENT STANDARD  BENCHMARK  GRADE LEVEL EXPECT ATION  INDICATOR  INDICATOR            | 6.W.3.<br>6.W.3.a.<br>6.W.3.b. | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.  Writing Standards  Text Types and Purposes  Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.  Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.  Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.  Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and |
| GRADE LEVEL EXPECT ATION  INDICATOR  CONTENT STANDARD  BENCHMARK  GRADE LEVEL EXPECT ATION  INDICATOR  INDICATOR  INDICATOR | 6.W.3.<br>6.W.3.a.<br>6.W.3.b. | Writing Standards  Text Types and Purposes  Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.  Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.  Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.  Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.  |

| 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<br>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<br>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<br>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<br>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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| BENCHMARK               | Conventions of Standard English  |
|-------------------------|--|
| GRADE LEVEL EXPECTATION | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| INDICATOR               | Practice:  |
|                         |  |

#### 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:  |
|                         |        |  |

#### 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 |           | 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.            |

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BENCHMARK

Craft and Structure

#### 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.   |
| CONTENT<br>STANDARD   |                          | Reading Standards for Literature/Fiction   |
| BENCHMARK   |                          | Craft and Structure  |
| 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.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.   |
| CONTENT<br>STANDARD   |                          | Reading Standards for Literature/Fiction   |
| BENCHMARK   |                          | Range of Reading and Level of Text Complexity  |
| 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<br>STANDARD   |                          | Reading Standards for Informational/Nonfiction Text  |
|   |                          |  |
| BENCHMARK   |                          | Key Ideas and Details  |
| BENCHMARK  GRADE LEVEL EXPECTATION  | 6.RI.1.                  | Key Ideas and Details  Read closely to comprehend text   |
| GRADE LEVEL   | <b>6.RI.1.</b> 6.RI.1.a. |  |
| GRADE LEVEL<br>EXPECT ATION   |                          | Read closely to comprehend text  Cite textual evidence to support analysis of what the text says explicitly.(Textual evidence may include graphs,  |
| GRADE LEVEL EXPECT AT ION   | 6.RI.1.a.                | Read closely to comprehend text  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.)  Cite textual evidence to support inferences drawn from the text. (Textual evidence may include graphs, charts,   |
| GRADE LEVEL EXPECT ATION  INDICATOR  INDICATOR  | 6.RI.1.a.<br>6.RI.1.b.   | Read closely to comprehend text  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.)  Cite textual evidence to support inferences drawn from the text. (Textual evidence may include graphs, charts, diagrams, maps, pictures as well as text.)  |
| INDICATOR  INDICATOR  INDICATOR  INDICATOR  CONTENT   | 6.RI.1.a.<br>6.RI.1.b.   | 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.)  Cite textual evidence to support inferences drawn from the text. (Textual evidence may include graphs, charts, diagrams, maps, pictures as well as text.)  Provide an objective (excluding personal opinions or judgments) summary of the text.   |
| INDICATOR  INDICATOR  INDICATOR  INDICATOR  CONTENT STANDARD  | 6.RI.1.a.<br>6.RI.1.b.   | 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.)  Cite textual evidence to support inferences drawn from the text. (Textual evidence may include graphs, charts, diagrams, maps, pictures as well as text.)  Provide an objective (excluding personal opinions or judgments) summary of the text.  Reading Standards for Informational/Nonfiction Text                        |
| GRADE LEVEL EXPECT ATION  INDICATOR  INDICATOR  INDICATOR  CONTENT STANDARD  BENCHMARK  GRADE LEVEL | 6.RI.1.b.<br>6.RI.1.c.   | 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.)  Cite textual evidence to support inferences drawn from the text. (Textual evidence may include graphs, charts, diagrams, maps, pictures as well as text.)  Provide an objective (excluding personal opinions or judgments) summary of the text.  Reading Standards for Informational/Nonfiction Text  Key Ideas and Details |

| 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<br>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<br>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<br>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<br>STANDARD        |          | Writing Standards   |
| BENCHMARK                  |          | Production, Distribution, and Range of Writing  |
| 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<br>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<br>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<br>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<br>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 |          | 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   |

#### CONTENT STANDARD

#### Language Standards

clue to the meaning of a word or phrase.

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