Main Criteria: Structure and Style for Students Secondary Criteria: Ohio Learning Standards

Subject: Language Arts **Grade:** 6

Structure and Style for Students

Ohio Learning Standards
Language Arts
Grade 6 - Adopted: 2017

		Grade 6 - Adopted: 2017
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STANDARD / BENCHMARK		KEY IDEAS AND DET AILS
BENCHMARK / GRADE LEVEL INDICATOR	2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STANDARD / BENCHMARK		CRAFT AND STRUCTURE
BENCHMARK / GRADE LEVEL INDICATOR	4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY

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

BENCHMARK /

GRADE LEVEL INDICATOR

10.

DOMAIN /
ACADEMIC
CONTENT
STANDARD

College and Career Readiness Anchor Standards for Writing

ST ANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
BENCHMARK / GRADE LEVEL INDICATOR	8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information, while avoiding plagiarism.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) fora range of tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Speaking and Listening
STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION

BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Speaking and Listening
STANDARD / BENCHMARK		PRESENTATION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions indifferent contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain- specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K–12
STANDARD / BENCHMARK		KEY IDEAS AND DET AILS
BENCHMARK / GRADE LEVEL INDICATOR	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K–12
STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
BENCHMARK / GRADE LEVEL INDICATOR	RI.6.2.	Analyze informational text development.
PROFICIENCY LEVEL	RI.6.2.a.	Determine a central idea of a text and how it is conveyed through particular details.
PROFICIENCY LEVEL	RI.6.2.b.	Provide an objective summary of the text that includes the central idea and relevant details.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K-12
STANDARD / BENCHMARK		KEY IDEAS AND DET AILS
BENCHMARK / GRADE LEVEL INDICATOR	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K–12
STANDARD / BENCHMARK		CRAFT AND STRUCTURE
BENCHMARK / GRADE LEVEL INDICATOR	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

Reading Standards for Informational Text K-12

STANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K–12
STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
PROFICIENCY LEVEL	W.6.2.a.	Establish a thesis statement to present information.
PROFICIENCY LEVEL	W.6.2.b.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics(e.g., charts, tables), and multimedia to aid comprehension, if needed.
PROFICIENCY LEVEL	W.6.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
PROFICIENCY LEVEL	W.6.2.e.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K-12
STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
BENCHMARK / GRADE LEVEL INDICATOR	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K–12

BENCHMARK / GRADE LEVEL INDICATOR	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K-12
STANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		Speaking and Listening Standards K-12
STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
PROFICIENCY LEVEL	SL.6.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PROFICIENCY LEVEL	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
PROFICIENCY LEVEL	SL.6.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
DOMAIN / ACADEMIC CONTENT STANDARD		Speaking and Listening Standards K–12
STANDARD / BENCHMARK		PRESENT ATION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	SL.6.4.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K-12
STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PROFICIENCY LEVEL	L.6.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

DOMAIN /
ACADEMIC
CONTENT
STANDARD

Language Standards K-12

STANDARD		
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
PROFICIENCY LEVEL	L.6.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PROFICIENCY LEVEL	L.6.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K-12
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		UNIT 2: WRITING FROM NOTES Week 2 Page 17-26
		Ohio Learning Standards Language Arts Grade 6 - Adopted: 2017
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
BENCHMARK / GRADE LEVEL INDICATOR	2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading

CONTENT STANDARD		
STANDARD / BENCHMARK		CRAFT AND STRUCTURE
BENCHMARK / GRADE LEVEL INDICATOR	4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

DOMAIN /
ACADEMIC
CONTENT
STANDARD

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
BENCHMARK / GRADE LEVEL INDICATOR	10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STANDARD /		RESEARCH TO BUILD AND PRESENT KNOWLEDGE

BENCHMARK / GRADE LEVEL INDICATOR	7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
BENCHMARK / GRADE LEVEL INDICATOR	8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information, while avoiding plagiarism.
BENCHMARK / GRADE LEVEL INDICATOR	9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) fora range of tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Speaking and Listening
STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Speaking and Listening
STANDARD / BENCHMARK		PRESENTATION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK / GRADE LEVEL INDICATOR	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions indifferent contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain- specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K-12
STANDARD / BENCHMARK		KEY IDEAS AND DET AILS
BENCHMARK / GRADE LEVEL INDICATOR	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K–12
STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
BENCHMARK / GRADE LEVEL INDICATOR	RI.6.2.	Analyze informational text development.

PROFICIENCY LEVEL	RI.6.2.a.	Determine a central idea of a text and how it is conveyed through particular details.
PROFICIENCY LEVEL	RI.6.2.b.	Provide an objective summary of the text that includes the central idea and relevant details.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K–12
STANDARD / BENCHMARK		KEY IDEAS AND DET AILS
BENCHMARK / GRADE LEVEL INDICATOR	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K-12
STANDARD / BENCHMARK		CRAFT AND STRUCTURE
BENCHMARK / GRADE LEVEL INDICATOR	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
BENCHMARK / GRADE LEVEL INDICATOR	RI.6.5.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K-12
STANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K–12
STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
PROFICIENCY LEVEL	W.6.2.a.	Establish a thesis statement to present information.

PROFICIENCY LEVEL	W.6.2.b.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics(e.g., charts, tables), and multimedia to aid comprehension, if needed.
PROFICIENCY LEVEL	W.6.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
PROFICIENCY LEVEL	W.6.2.e.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K-12
STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
BENCHMARK / GRADE LEVEL INDICATOR	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
BENCHMARK / GRADE LEVEL INDICATOR	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others, while demonstrating sufficient command of keyboarding skills.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K–12
STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K-12
STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	W.6.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
PROFICIENCY LEVEL	W.6.9.b.	Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K–12

STANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		Speaking and Listening Standards K-12
STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
PROFICIENCY LEVEL	SL.6.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PROFICIENCY LEVEL	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
PROFICIENCY LEVEL	SL.6.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
DOMAIN / ACADEMIC CONTENT STANDARD		Speaking and Listening Standards K-12
STANDARD / BENCHMARK		PRESENTATION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	SL.6.4.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K-12
STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PROFICIENCY LEVEL	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
PROFICIENCY LEVEL	L.6.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K-12

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PROFICIENCY LEVEL	L.6.2.b.	Spell correctly.
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K-12
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
PROFICIENCY LEVEL	L.6.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PROFICIENCY LEVEL	L.6.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K–12
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		UNIT 2: WRITING FROM NOTES Week 3 Page 27-36
		Ohio Learning Standards Language Arts Grade 6 - Adopted: 2017
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
BENCHMARK / GRADE LEVEL INDICATOR	2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK **CRAFT AND STRUCTURE**

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

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	ACADEMIC CONTENT		College and Career Readiness Anchor Standards for Speaking and Listening
			PRESENTATION OF KNOWLEDGE AND IDEAS

BENCHMARK / GRADE LEVEL INDICATOR	4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK / GRADE LEVEL INDICATOR	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions indifferent contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K–12
STANDARD / BENCHMARK		KEY IDEAS AND DET AILS

BENCHMARK / GRADE LEVEL INDICATOR	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K-12
STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
BENCHMARK / GRADE LEVEL INDICATOR	RI.6.2.	Analyze informational text development.
PROFICIENCY LEVEL	RI.6.2.a.	Determine a central idea of a text and how it is conveyed through particular details.
PROFICIENCY LEVEL	RI.6.2.b.	Provide an objective summary of the text that includes the central idea and relevant details.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K–12
STANDARD / BENCHMARK		KEY IDEAS AND DET AILS
BENCHMARK / GRADE LEVEL INDICATOR	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K–12
STANDARD / BENCHMARK		CRAFT AND STRUCTURE
BENCHMARK / GRADE LEVEL INDICATOR	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
BENCHMARK / GRADE LEVEL INDICATOR	RI.6.5.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K–12
STANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

Writing Standards K-12

CONTENT		
STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
PROFICIENCY LEVEL	W.6.2.a.	Establish a thesis statement to present information.
PROFICIENCY LEVEL	W.6.2.b.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics(e.g., charts, tables), and multimedia to aid comprehension, if needed.
PROFICIENCY LEVEL	W.6.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
PROFICIENCY LEVEL	W.6.2.e.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K-12
STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
BENCHMARK / GRADE LEVEL INDICATOR	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
BENCHMARK / GRADE LEVEL INDICATOR	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others, while demonstrating sufficient command of keyboarding skills.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K-12

STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

DOMAIN / ACADEMIC CONTENT STANDARD

Writing Standards K-12

STANDARD /		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	W.6.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
PROFICIENCY LEVEL	W.6.9.b.	Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K–12
STANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		Speaking and Listening Standards K-12
STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
PROFICIENCY LEVEL	SL.6.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PROFICIENCY LEVEL	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
PROFICIENCY LEVEL	SL.6.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
DOMAIN / ACADEMIC CONTENT STANDARD		Speaking and Listening Standards K–12
STANDARD / BENCHMARK		PRESENTATION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	SL.6.4.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K-12
STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH

BENCHMARK / GRADE LEVEL INDICATOR	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PROFICIENCY LEVEL	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
PROFICIENCY LEVEL	L.6.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K-12
STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PROFICIENCY LEVEL	L.6.2.b.	Spell correctly.
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K-12
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
PROFICIENCY LEVEL	L.6.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PROFICIENCY LEVEL	L.6.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K–12
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Ohio Learning Standards Language Arts

Grade 6 - Adopted: 2017

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

STANDARD / BENCHMARK		KEY IDEAS AND DET AILS
BENCHMARK / GRADE LEVEL INDICATOR	2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.
BENCHMARK / GRADE LEVEL INDICATOR	3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STANDARD / BENCHMARK		CRAFT AND STRUCTURE
BENCHMARK / GRADE LEVEL INDICATOR	4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Assess how point of view, perspective, or purpose shapes the content and style of a text.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
BENCHMARK / GRADE LEVEL INDICATOR	10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) fora range of tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Speaking and Listening
STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Speaking and Listening
STANDARD / BENCHMARK		PRESENTATION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

BENCHMARK / GRADE LEVEL INDICATOR	6.	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK / GRADE LEVEL INDICATOR	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions indifferent contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain- specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Literature K–12
STANDARD / BENCHMARK		KEY IDEAS AND DET AILS
BENCHMARK / GRADE LEVEL INDICATOR	RL.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

BENCHMARK / GRADE LEVEL INDICATOR	RL.6.3.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Literature K–12
STANDARD / BENCHMARK		CRAFT AND STRUCTURE
BENCHMARK / GRADE LEVEL INDICATOR	RL.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choices, including sensory language, on meaning and tone.
BENCHMARK / GRADE LEVEL INDICATOR	RL.6.5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
BENCHMARK / GRADE LEVEL INDICATOR	RL.6.6.	Explain how an author uses the point of view to develop the perspective of the narrator or speaker in a text.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Literature K-12
STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
BENCHMARK / GRADE LEVEL INDICATOR	RL.6.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. Build background knowledge and activate prior knowledge in order to make text-to-self, text-to-text, and text-to-world connections that deepen understanding of the text.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K-12
STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
PROFICIENCY LEVEL	W.6.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K-12
STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	W.6.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

PROFICIENCY LEVEL	W.6.3.a.	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
PROFICIENCY LEVEL	W.6.3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
PROFICIENCY LEVEL	W.6.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
PROFICIENCY LEVEL	W.6.3.e.	Provide a conclusion that follows from the narrated experiences or events.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K-12
STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
BENCHMARK / GRADE LEVEL INDICATOR	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
BENCHMARK / GRADE LEVEL INDICATOR	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others, while demonstrating sufficient command of keyboarding skills.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K-12
STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others, while avoiding plagiarism and providing basic bibliographic information for sources.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K-12
STANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		Speaking and Listening Standards K–12

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
PROFICIENCY LEVEL	SL.6.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PROFICIENCY LEVEL	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
PROFICIENCY LEVEL	SL.6.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
DOMAIN / ACADEMIC CONTENT STANDARD		Speaking and Listening Standards K–12
STANDARD / BENCHMARK		PRESENTATION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	SL.6.4.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K-12
STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PROFICIENCY LEVEL	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
PROFICIENCY LEVEL	L.6.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K-12
STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PROFICIENCY LEVEL	L.6.2.b.	Spell correctly.

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as in words.

Language Standards K-12

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STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		UNIT 3: RETELLING NARRATIVE STORIES Week 5 Page 45-52
		Ohio Learning Standards
		Language Arts
		Grade 6 - Adopted: 2017
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STANDARD / BENCHMARK		KEY IDEAS AND DET AILS
BENCHMARK / GRADE LEVEL INDICATOR	2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.
BENCHMARK / GRADE LEVEL INDICATOR	3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STANDARD / BENCHMARK		CRAFT AND STRUCTURE
BENCHMARK / GRADE LEVEL INDICATOR	4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Assess how point of view, perspective, or purpose shapes the content and style of a text.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
BENCHMARK /	7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well

DOMAIN /
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CONTENT
STANDARD

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
BENCHMARK / GRADE LEVEL INDICATOR	10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) fora range of tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Speaking and Listening
STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION

BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Speaking and Listening
STANDARD / BENCHMARK		PRESENTATION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK / GRADE LEVEL INDICATOR	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions indifferent contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE

BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain- specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Literature K–12
STANDARD / BENCHMARK		KEY IDEAS AND DET AILS
BENCHMARK / GRADE LEVEL INDICATOR	RL.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
BENCHMARK / GRADE LEVEL INDICATOR	RL.6.3.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Literature K–12
STANDARD / BENCHMARK		CRAFT AND STRUCTURE
BENCHMARK /		
GRADE LEVEL INDICATOR	RL.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choices, including sensory language, on meaning and tone.
GRADE LEVEL	RL.6.4.	
GRADE LEVEL INDICATOR BENCHMARK / GRADE LEVEL		meanings; analyze the impact of a specific word choices, including sensory language, on meaning and tone. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to
BENCHMARK / GRADE LEVEL INDICATOR BENCHMARK / GRADE LEVEL GRADE LEVEL	RL.6.5.	meanings; analyze the impact of a specific word choices, including sensory language, on meaning and tone. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
BENCHMARK / GRADE LEVEL INDICATOR BENCHMARK / GRADE LEVEL INDICATOR BENCHMARK / GRADE LEVEL INDICATOR DOMAIN / ACADEMIC CONTENT	RL.6.5.	meanings; analyze the impact of a specific word choices, including sensory language, on meaning and tone. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. Explain how an author uses the point of view to develop the perspective of the narrator or speaker in a text.
BENCHMARK / GRADE LEVEL INDICATOR BENCHMARK / GRADE LEVEL INDICATOR BENCHMARK / GRADE LEVEL INDICATOR DOMAIN / ACADEMIC CONTENT STANDARD /	RL.6.5.	meanings; analyze the impact of a specific word choices, including sensory language, on meaning and tone. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. Explain how an author uses the point of view to develop the perspective of the narrator or speaker in a text. Reading Standards for Literature K-12

STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
PROFICIENCY LEVEL	W.6.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K-12
STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	W.6.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
PROFICIENCY LEVEL	W.6.3.a.	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
PROFICIENCY LEVEL	W.6.3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
PROFICIENCY LEVEL	W.6.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
PROFICIENCY LEVEL	W.6.3.e.	Provide a conclusion that follows from the narrated experiences or events.
DOMAIN / ACADEMIC CONTENT ST ANDARD		Writing Standards K–12
STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
BENCHMARK / GRADE LEVEL INDICATOR	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
BENCHMARK / GRADE LEVEL INDICATOR	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others, while demonstrating sufficient command of keyboarding skills.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K–12

RESEARCH TO BUILD AND PRESENT KNOWLEDGE

STANDARD / BENCHMARK

SENCHMARK W. S. Cather relevant information from multiple print and digital source; assess the credibility of each source; and quote or processors of others, while avoiding plagarism and providing basic bibliographic information for sources. Writing Standards K-12 **CADEMIC STANDARD** **STANDARD** **STANDARD** **STANDARD** **SPRANDARD** **SPR			
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with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. PROFICIENCY SL.6.1.a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. PROFICIENCY SL.6.1.b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.			COMPREHENSION AND COLLABORATION
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PROFICIENCY L.6.1.d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).			CONVENTIONS OF STANDARD ENGLISH
	GRADE LEVEL	L.6.1.	
		L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

PROFICIENCY LEVEL	L.6.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K-12
STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PROFICIENCY LEVEL	L.6.2.b.	Spell correctly.
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K-12
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		UNIT 3: RETELLING NARRATIVE STORIES Week 6 Page 53-60
		Ohio Learning Standards Language Arts Grade 6 - Adopted: 2017
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
BENCHMARK / GRADE LEVEL INDICATOR	2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.
BENCHMARK / GRADE LEVEL INDICATOR	3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STANDARD / BENCHMARK		CRAFT AND STRUCTURE
BENCHMARK / GRADE LEVEL INDICATOR	4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.

BENCHMARK / GRADE LEVEL INDICATOR	6.	Assess how point of view, perspective, or purpose shapes the content and style of a text.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
BENCHMARK / GRADE LEVEL INDICATOR	10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

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STANDARD

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) fora range of tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Speaking and Listening
STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Speaking and Listening
STANDARD / BENCHMARK		PRESENTATION OF KNOWLEDGE AND IDEAS
	4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL	4.6.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the
BENCHMARK / GRADE LEVEL INDICATOR BENCHMARK / GRADE LEVEL		Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when
BENCHMARK / GRADE LEVEL INDICATOR BENCHMARK / GRADE LEVEL INDICATOR DOMAIN / ACADEMIC CONTENT		Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
BENCHMARK / GRADE LEVEL INDICATOR BENCHMARK / GRADE LEVEL INDICATOR DOMAIN / ACADEMIC CONTENT STANDARD /		Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. College and Career Readiness Anchor Standards for Language

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College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions indifferent contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain- specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Literature K–12
STANDARD / BENCHMARK		KEY IDEAS AND DET AILS
	RL.6.1.	KEY IDEAS AND DET AILS Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
BENCHMARK / GRADE LEVEL	RL.6.1.	
BENCHMARK / GRADE LEVEL INDICATOR BENCHMARK / GRADE LEVEL		Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters
BENCHMARK / GRADE LEVEL INDICATOR BENCHMARK / GRADE LEVEL INDICATOR DOMAIN / ACADEMIC CONTENT		Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
BENCHMARK / GRADE LEVEL INDICATOR BENCHMARK / GRADE LEVEL INDICATOR DOMAIN / ACADEMIC CONTENT STANDARD /		Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. Reading Standards for Literature K-12

BENCHMARK / GRADE LEVEL INDICATOR	RL.6.6.	Explain how an author uses the point of view to develop the perspective of the narrator or speaker in a text.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Literature K–12
STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
BENCHMARK / GRADE LEVEL INDICATOR	RL.6.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. Build background knowledge and activate prior knowledge in order to make text-to-self, text-to-text, and text-to-world connections that deepen understanding of the text.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K-12
STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
PROFICIENCY LEVEL	W.6.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
DOMAIN /		Writing Chandands I/ 40
ACADEMIC CONTENT STANDARD		Writing Standards K-12
ACADEMIC CONTENT		TEXT TYPES AND PURPOSES
ACADEMIC CONTENT STANDARD	W.6.3.	
ACADEMIC CONTENT STANDARD STANDARD / BENCHMARK BENCHMARK / GRADE LEVEL	W.6.3. W.6.3.a.	TEXT TYPES AND PURPOSES Write narratives to develop real or imagined experiences or events using effective technique, relevant
ACADEMIC CONTENT STANDARD STANDARD / BENCHMARK / GRADE LEVEL INDICATOR PROFICIENCY		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
ACADEMIC CONTENT STANDARD STANDARD / BENCHMARK BENCHMARK / GRADE LEVEL INDICATOR PROFICIENCY LEVEL PROFICIENCY	W.6.3.a.	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
ACADEMIC CONTENT STANDARD STANDARD / BENCHMARK / BENCHMARK / GRADE LEVEL INDICATOR PROFICIENCY LEVEL PROFICIENCY LEVEL PROFICIENCY	W.6.3.a. W.6.3.b.	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
ACADEMIC CONTENT STANDARD STANDARD / BENCHMARK / GRADE LEVEL INDICATOR PROFICIENCY LEVEL PROFICIENCY LEVEL PROFICIENCY LEVEL PROFICIENCY LEVEL PROFICIENCY LEVEL	W.6.3.a. W.6.3.b.	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.
ACADEMIC CONTENT STANDARD STANDARD / BENCHMARK / GRADE LEVEL INDICATOR PROFICIENCY LEVEL PROFICIENCY LEVEL PROFICIENCY LEVEL PROFICIENCY LEVEL DOMAIN / ACADEMIC CONTENT	W.6.3.a. W.6.3.b.	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. Provide a conclusion that follows from the narrated experiences or events.

BENCHMARK / GRADE LEVEL INDICATOR	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
BENCHMARK / GRADE LEVEL INDICATOR	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
BENCHMARK / GRADE LEVEL INDICATOR	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others, while demonstrating sufficient command of keyboarding skills.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K–12
STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote of paraphrase the data and conclusions of others, while avoiding plagiarism and providing basic bibliographic information for sources.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K-12
STANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		Speaking and Listening Standards K–12
STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
PROFICIENCY LEVEL	SL.6.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PROFICIENCY LEVEL	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
PROFICIENCY LEVEL	SL.6.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
DOMAIN / ACADEMIC CONTENT		Speaking and Listening Standards K–12

STANDARD / BENCHMARK		PRESENTATION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	SL.6.4.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K-12
STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PROFICIENCY LEVEL	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
PROFICIENCY LEVEL	L.6.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K-12
STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PROFICIENCY LEVEL	L.6.2.b.	Spell correctly.
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K-12
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		UNIT 4: SUMMARIZING A REFERENCE Week 7 Page 61-74
		Ohio Learning Standards
		Chio Learning Standards Language Arts
		Grade 6 - Adopted: 2017
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK **KEY IDEAS AND DET AILS**

BENCHMARK / 2. Determine certal ideas or themes of a text and analyze their development, provide a summary or thorough analysis of the text, including the appropriate components. College and Career Readiness Anchor Standards for Reading STANDARD / BENCHMARK CRAFT AND STRUCTURE BENCHMARK / 4. Interpret words and phrases as they are used in a text, including determining sechnical, compositive, and figurative meanings, and analyze how specific language choices shape meaning, mood, or one of the text (e.g. a manings, and analyze how specific language choices shape meaning, mood, or one of the text (e.g. a section, chapter, sorre, or stanza) relate to each other and the whole. DOMAIN / CARDELEVEL INDICATOR DOMAIN / ACADEMIC CONTENT STANDARD / BENCHMARK INTEGRATION OF KNOWLEDGE AND IDEAS BENCHMARK / 7. Integration OF KNOWLEDGE AND IDEAS BENCHMARK / 8. Integrate and evaluate content presented in diverse media and formats, including visuality and quantitatively, as well as in words. BENCHMARK / 7. College and Career Readiness Anchor Standards for Reading CONTENT STANDARD / BENCHMARK PRAME CONTENT STANDARD / BENCHMARK College and Career Readiness Anchor Standards for Reading CONTENT STANDARD / BENCHMARK College and Career Readiness Anchor Standards for Writing STANDARD / BENCHMARK College and Career Readiness Anchor Standards for Writing CONTENT STANDARD / BENCHMARK College and Career Readiness Anchor Standards for Writing CONTENT STANDARD / BENCHMARK College and Career Readiness Anchor Standards for Writing CONTENT STANDARD / BENCHMARK College and Career Readiness Anchor Standards for Writing CONTENT STANDARD / College and Career Readiness Anchor Standards for Writing CONTENT STANDARD / BENCHMARK College and Career Readiness Anchor Standards for Writing CONTENT STANDARD / BENCHMARK College and Career Readiness Anchor Standards for Writing CONTENT STANDARD College and Career Readiness Anchor Standards for Writing CONTENT STANDARD / BENCHMARK College and Career Readiness Ancho			
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BENCHMARK BENCHMARK 4. Interpret words and phrases as they are used in a text. including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.	ACADEMIC CONTENT		College and Career Readiness Anchor Standards for Reading
College and Career Readiness Anchor Standards for Reading ENCHMARK / 7. The graph of the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stantar) relate to each other and the whole. ROMAIN / ACADEMIC CONTENT STANDARD / BENCHMARK / 7. The graph of the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stantards for Reading College and Career Readiness Anchor Standards for Reading STANDARD / Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. College and Career Readiness Anchor Standards for Reading Content STANDARD / RANGE OF READING AND LEVEL OF TEXT COMPLEXITY BENCHMARK / 10. Read, comprehend, and respond to complex literary and informational texts independently and proficiently. Read, comprehend, and respond to complex literary and informational texts independently and proficiently. College and Career Readiness Anchor Standards for Writing Content STANDARD / STANDARD / TEXT TYPES AND PURPOSES BENCHMARK / 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. INDICATOR TANDARD / PRODUCTION AND DISTRIBUTION OF WRITING			CRAFT AND STRUCTURE
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ACADEMIC CONTENT STANDARD STANDARD INTEGRATION OF KNOWLEDGE AND IDEAS BENCHMARK / 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. INDICATOR DOMAIN / ACADEMIC CONTENT STANDARD STANDARD / BENCHMARK / GRADE LEVEL INDICATOR DOMAIN / ACADEMIC CONTENT STANDARD TEXT TYPES AND PURPOSES TEXT TYPES AND PURPOSES Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. STANDARD / PRODUCTION AND DISTRIBUTION OF WRITING TANDARD / PRODUCTION AND DISTRIBUTION OF WRITING	GRADE LEVEL	5.	
BENCHMARK / RADE LEVEL INDICATOR	ACADEMIC CONTENT		College and Career Readiness Anchor Standards for Reading
AS IN WORDS: INDICATOR As in words: ACADEMIC CONTENT STANDARD			INTEGRATION OF KNOWLEDGE AND IDEAS
STANDARD / BENCHMARK / 10. Read, comprehend, and respond to complex literary and informational texts independently and proficiently. BENCHMARK / GRADE LEVEL INDICATOR College and Career Readiness Anchor Standards for Writing STANDARD / BENCHMARK / GRADE LEVEL INDICATOR TEXT TYPES AND PURPOSES BENCHMARK / GRADE LEVEL INDICATOR Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. College and Career Readiness Anchor Standards for Writing PRODUCTION AND DISTRIBUTION OF WRITING	GRADE LEVEL	7.	
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GRADE LEVEL INDICATOR DOMAIN / ACADEMIC CONTENT STANDARD / BENCHMARK BENCHMARK / 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. DOMAIN / ACADEMIC CONTENT STANDARD / PRODUCTION AND DISTRIBUTION OF WRITING			RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
ACADEMIC CONTENT STANDARD STANDARD / BENCHMARK BENCHMARK / GRADE LEVEL INDICATOR College and Career Readiness Anchor Standards for Writing Content STANDARD / PRODUCTION AND DISTRIBUTION OF WRITING	GRADE LEVEL	10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.
BENCHMARK / GRADE LEVEL INDICATOR Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. College and Career Readiness Anchor Standards for Writing Content STANDARD PRODUCTION AND DISTRIBUTION OF WRITING	ACADEMIC CONTENT		College and Career Readiness Anchor Standards for Writing
GRADE LEVEL INDICATOR through the effective selection, organization, and analysis of content. College and Career Readiness Anchor Standards for Writing ACADEMIC CONTENT STANDARD PRODUCTION AND DISTRIBUTION OF WRITING			TEXT TYPES AND PURPOSES
ACADEMIC CONTENT STANDARD STANDARD / PRODUCTION AND DISTRIBUTION OF WRITING	GRADE LEVEL	2.	
	ACADEMIC CONTENT		College and Career Readiness Anchor Standards for Writing
			PRODUCTION AND DISTRIBUTION OF WRITING

BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
BENCHMARK / GRADE LEVEL INDICATOR	8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information, while avoiding plagiarism.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) fora range of tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Speaking and Listening
STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language

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

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Reading Standards for Informational Text K-12

STANDARD / BENCHMARK		KEY IDEAS AND DET AILS
BENCHMARK / GRADE LEVEL INDICATOR	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K-12
STANDARD / BENCHMARK		CRAFT AND STRUCTURE
BENCHMARK / GRADE LEVEL INDICATOR	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
BENCHMARK / GRADE LEVEL INDICATOR	RI.6.5.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K–12
STANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K-12
STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
PROFICIENCY LEVEL	W.6.2.a.	Establish a thesis statement to present information.
PROFICIENCY LEVEL	W.6.2.b.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics(e.g., charts, tables), and multimedia to aid comprehension, if needed.
PROFICIENCY LEVEL	W.6.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

PROFICIENCY LEVEL	W.6.2.e.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K-12
STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
BENCHMARK / GRADE LEVEL INDICATOR	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
BENCHMARK / GRADE LEVEL INDICATOR	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others, while demonstrating sufficient command of keyboarding skills.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K-12
STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others, while avoiding plagiarism and providing basic bibliographic information for sources.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K-12
STANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		Speaking and Listening Standards K–12
STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

PROFICIENCY LEVEL	SL.6.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PROFICIENCY LEVEL	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
PROFICIENCY LEVEL	SL.6.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K-12
STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PROFICIENCY LEVEL	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
PROFICIENCY LEVEL	L.6.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K-12
STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PROFICIENCY LEVEL	L.6.2.b.	Spell correctly.
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K-12
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
PROFICIENCY LEVEL	L.6.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PROFICIENCY	L.6.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in

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context or in a dictionary).

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STANDARD

Language Standards K-12

STANDARD		
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		UNIT 4: SUMMARIZING A REFERENCE Week 8 Page 75-80
		Ohio Learning Standards Language Arts Grade 6 - Adopted: 2017
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STANDARD / BENCHMARK		KEY IDEAS AND DET AILS
BENCHMARK / GRADE LEVEL INDICATOR	2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STANDARD / BENCHMARK		CRAFT AND STRUCTURE
BENCHMARK / GRADE LEVEL INDICATOR	4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY

BENCHMARK / GRADE LEVEL INDICATOR	10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
ST ANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
BENCHMARK / GRADE LEVEL INDICATOR	8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information, while avoiding plagiarism.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STANDARD / BENCHMARK		RANGE OF WRITING

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	GRADE LEVEL	6.	reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in

DOMAIN /
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STANDARD

Reading Standards for Informational Text K-12

STANDARD / BENCHMARK		KEY IDEAS AND DET AILS
BENCHMARK / GRADE LEVEL INDICATOR	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K–12
STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
BENCHMARK / GRADE LEVEL INDICATOR	RI.6.2.	Analyze informational text development.
PROFICIENCY LEVEL	RI.6.2.a.	Determine a central idea of a text and how it is conveyed through particular details.
PROFICIENCY LEVEL	RI.6.2.b.	Provide an objective summary of the text that includes the central idea and relevant details.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K–12
STANDARD / BENCHMARK		KEY IDEAS AND DET AILS
BENCHMARK / GRADE LEVEL INDICATOR	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K–12
STANDARD / BENCHMARK		CRAFT AND STRUCTURE
BENCHMARK / GRADE LEVEL INDICATOR	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
BENCHMARK / GRADE LEVEL INDICATOR	RI.6.5.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K-12

BENCHMARK / GRADE LEVEL INDICATOR	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K–12
STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
PROFICIENCY LEVEL	W.6.2.a.	Establish a thesis statement to present information.
PROFICIENCY LEVEL	W.6.2.b.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics(e.g., charts, tables), and multimedia to aid comprehension, if needed.
PROFICIENCY LEVEL	W.6.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
PROFICIENCY LEVEL	W.6.2.e.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K-12
STANDARD /		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK		The Section 7 and Section of Manager
	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
BENCHMARK / GRADE LEVEL	W.6.4. W.6.5.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task,
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BENCHMARK / GRADE LEVEL INDICATOR BENCHMARK / GRADE LEVEL INDICATOR BENCHMARK / GRADE LEVEL	W.6.5.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.) Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with
BENCHMARK / GRADE LEVEL INDICATOR BENCHMARK / GRADE LEVEL INDICATOR BENCHMARK / GRADE LEVEL INDICATOR DOMAIN / ACADEMIC CONTENT	W.6.5.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.) Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others, while demonstrating sufficient command of keyboarding skills.

BENCHMARK / GRADE LEVEL INDICATOR	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others, while avoiding plagiarism and providing basic bibliographic information for sources.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K-12
STANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		Speaking and Listening Standards K-12
STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
PROFICIENCY LEVEL	SL.6.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PROFICIENCY LEVEL	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
PROFICIENCY LEVEL	SL.6.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K-12
STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PROFICIENCY LEVEL	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
PROFICIENCY LEVEL	L.6.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K-12
STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH

BENCHMARK / GRADE LEVEL INDICATOR	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PROFICIENCY LEVEL	L.6.2.b.	Spell correctly.
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K-12
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
PROFICIENCY LEVEL	L.6.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PROFICIENCY LEVEL	L.6.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K-12
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		UNIT 4: SUMMARIZING A REFERENCE Week 9 Page 81-88
		Ohio Learning Standards Language Arts Grade 6 - Adopted: 2017
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
BENCHMARK / GRADE LEVEL INDICATOR	2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STANDARD / BENCHMARK		CRAFT AND STRUCTURE

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

BENCHMARK / GRADE LEVEL INDICATOR	6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
BENCHMARK / GRADE LEVEL INDICATOR	8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information, while avoiding plagiarism.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Speaking and Listening
STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

DOMAIN /
ACADEMIC
CONTENT
STANDARD

College and Career Readiness Anchor Standards for Language

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

DOMAIN / ACADEMIC CONTENT STANDARD BENCHMARK / RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, comotative, and technical meanings. BENCHMARK / RI.6.5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. BENCHMARK / RI.6.5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. BENCHMARK / RI.6.5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. BENCHMARK / RI.6.7. Reading Standards for Informational Text K-12 CONTENT STANDARD / BENCHMARK / RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. Writing Standards K-12 DOMAIN / ACADEMIC CONTENT STANDARD / BENCHMARK RI.6.7. Writing Standards K-12 TEXT TYPES AND PURPOSES BENCHMARK / BENCH			
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BENCHMARK BENCHMARK RIG.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. BENCHMARK RIG.5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. NDICATOR Reading Standards for Informational Text K-12 DOMAIN Reading Standards for Informational Text K-12 STANDARD INTEGRATION OF KNOWLEDGE AND IDEAS BENCHMARK RIG.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. NDICATOR Writing Standards K-12 DOMAIN ACADEMIC CONTENT TEXT TYPES AND PURPOSES STANDARD TEXT TYPES AND PURPOSES BENCHMARK Wi.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and informat through the selection, organization, and analysis of relevant content. PROFICIENCY Wi.6.2a. Establish a thesis statement to present information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include brimating (e.g., headings), graphics(e.g., charts, tables), and multimedia to aid comprehension, if needed. PROFICIENCY Wi.6.2c. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and example LEYEL Wi.6.2c. Use precise language and domain-specific vocabulary to inform about or explain the topic.	ACADEMIC CONTENT		Reading Standards for Informational Text K–12
BENCHMARK / GRADE LEVEL INDICATOR BENCHMARK / GRADE LEVEL INDICATOR Reading Standards for Informational Text K-12 Reading Standards for Informational Text K-12 READEMIC CONTENT STANDARD / BENCHMARK / GRADE LEVEL INDICATOR RIGHT INDICATOR			CRAFT AND STRUCTURE
CONTENT CONTEN	GRADE LEVEL	RI.6.4.	
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BENCHMARK / RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. Writing Standards K-12 Writing Standards K-12 TEXT TYPES AND PURPOSES BENCHMARK / GRADE LEVEL INDICATOR Write informative/explanatory texts to examine a topic and convey ideas, concepts, and informat through the selection, organization, and analysis of relevant content. PROFICIENCY W.6.2. Establish a thesis statement to present information. LEVEL W.6.2. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect, include formatting (e.g., headings), graphics(e.g., charts, tables), and multimedia to aid comprehension, if needed. PROFICIENCY W.6.2. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and example LEVEL W.6.2. Use precise language and domain-specific vocabulary to inform about or explain the topic.	ACADEMIC CONTENT		Reading Standards for Informational Text K–12
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BENCHMARK / GRADE LEVEL INDICATOR W.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and informat through the selection, organization, and analysis of relevant content. PROFICIENCY LEVEL W.6.2.a. Establish a thesis statement to present information. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics(e.g., charts, tables), and multimedia to aid comprehension, if needed. PROFICIENCY W.6.2.c. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and example LEVEL PROFICIENCY W.6.2.e. Use precise language and domain-specific vocabulary to inform about or explain the topic.	ACADEMIC CONTENT		Writing Standards K–12
GRADE LEVEL INDICATOR through the selection, organization, and analysis of relevant content. PROFICIENCY LEVEL W.6.2.a. Establish a thesis statement to present information. PROFICIENCY LEVEL W.6.2.b. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics(e.g., charts, tables), and multimedia to aid comprehension, if needed. PROFICIENCY LEVEL W.6.2.c. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and example LEVEL PROFICIENCY W.6.2.e. Use precise language and domain-specific vocabulary to inform about or explain the topic.			TEXT TYPES AND PURPOSES
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LEVEL comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics(e.g., charts, tables), and multimedia to aid comprehension, if needed. PROFICIENCY LEVEL W.6.2.c. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and example LEVEL PROFICIENCY W.6.2.e. Use precise language and domain-specific vocabulary to inform about or explain the topic.		W.6.2.a.	Establish a thesis statement to present information.
PROFICIENCY W.6.2.e. Use precise language and domain-specific vocabulary to inform about or explain the topic.		W.6.2.b.	comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics(e.g., charts, tables), and
		W.6.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
		W.6.2.e.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
DOMAIN / Writing Standards K-12 ACADEMIC CONTENT STANDARD	ACADEMIC CONTENT		Writing Standards K-12

ST ANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
BENCHMARK / GRADE LEVEL INDICATOR	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
BENCHMARK / GRADE LEVEL INDICATOR	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others, while demonstrating sufficient command of keyboarding skills.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K–12
STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others, while avoiding plagiarism and providing basic bibliographic information for sources.
DOMAIN / ACADEMIC CONTENT		Writing Standards K-12
STANDARD		
		RANGE OF WRITING
STANDARD /	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / BENCHMARK / BENCHMARK / GRADE LEVEL	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a
STANDARD STANDARD / BENCHMARK BENCHMARK / GRADE LEVEL INDICATOR DOMAIN / ACADEMIC CONTENT	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / BENCHMARK / GRADE LEVEL INDICATOR DOMAIN / ACADEMIC CONTENT STANDARD / STANDARD /	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. Speaking and Listening Standards K-12
STANDARD / BENCHMARK / BENCHMARK / GRADE LEVEL INDICATOR DOMAIN / ACADEMIC CONTENT STANDARD / BENCHMARK / BENCHMARK / GRADE LEVEL		Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. Speaking and Listening Standards K-12 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

PROFICIENCY LEVEL	SL.6.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K-12
STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PROFICIENCY LEVEL	L.6.1.c.	Recognize and correct inappropriate shifts in pronoun number and person.
PROFICIENCY LEVEL	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
PROFICIENCY LEVEL	L.6.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K-12
STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PROFICIENCY LEVEL	L.6.2.b.	Spell correctly.
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K-12
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
PROFICIENCY LEVEL	L.6.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PROFICIENCY LEVEL	L.6.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
DOMAIN / ACADEMIC CONTENT		context or in a dictionary).

BENCHMARK / GRADE LEVEL INDICATOR	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		UNIT 5: WRITING FROM PICTURES Week 10 Page 89-98
		Ohio Learning Standards Language Arts Grade 6 - Adopted: 2017
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STANDARD / BENCHMARK		KEY IDEAS AND DET AILS
BENCHMARK / GRADE LEVEL INDICATOR	2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STANDARD / BENCHMARK		CRAFT AND STRUCTURE
BENCHMARK / GRADE LEVEL INDICATOR	4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
BENCHMARK / GRADE LEVEL INDICATOR	10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES

BENCHMARK / GRADE LEVEL INDICATOR	2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
ST ANDARD /		DESCRIPTION TO BUILD AND DESCRIPT WHOM EDGE
BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
	7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
BENCHMARK / GRADE LEVEL	7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating
BENCHMARK / GRADE LEVEL INDICATOR BENCHMARK / GRADE LEVEL		Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each
BENCHMARK / GRADE LEVEL INDICATOR BENCHMARK / GRADE LEVEL INDICATOR DOMAIN / ACADEMIC CONTENT		Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information, while avoiding plagiarism.
BENCHMARK / GRADE LEVEL INDICATOR BENCHMARK / GRADE LEVEL INDICATOR DOMAIN / ACADEMIC CONTENT STANDARD /		Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information, while avoiding plagiarism. College and Career Readiness Anchor Standards for Writing
BENCHMARK / GRADE LEVEL INDICATOR BENCHMARK / GRADE LEVEL INDICATOR DOMAIN / ACADEMIC CONTENT STANDARD STANDARD / BENCHMARK BENCHMARK / GRADE LEVEL	8.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information, while avoiding plagiarism. College and Career Readiness Anchor Standards for Writing RANGE OF WRITING Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a
BENCHMARK / GRADE LEVEL INDICATOR BENCHMARK / GRADE LEVEL INDICATOR DOMAIN / ACADEMIC CONTENT STANDARD STANDARD / BENCHMARK / GRADE LEVEL INDICATOR DOMAIN / ACADEMIC CONTENT TOMAIN / ACADEMIC CONTENT CONTENT CONTENT	8.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information, while avoiding plagiarism. College and Career Readiness Anchor Standards for Writing RANGE OF WRITING Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) fora range of tasks, purposes, and audiences.

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

BENCHMARK / GRADE LEVEL INDICAT OR	RI.6.2.	Analyze informational text development.
PROFICIENCY LEVEL	RI.6.2.a.	Determine a central idea of a text and how it is conveyed through particular details.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K–12
STANDARD / BENCHMARK		KEY IDEAS AND DET AILS
BENCHMARK / GRADE LEVEL INDICATOR	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K–12
STANDARD / BENCHMARK		CRAFT AND STRUCTURE
BENCHMARK / GRADE LEVEL INDICATOR	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K–12
STANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K-12
STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
PROFICIENCY LEVEL	W.6.2.a.	Establish a thesis statement to present information.
PROFICIENCY LEVEL	W.6.2.b.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics(e.g., charts, tables), and multimedia to aid comprehension, if needed.

multimedia to aid comprehension, if needed.

PROFICIENCY LEVEL	W.6.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
PROFICIENCY LEVEL	W.6.2.e.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K–12
STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
BENCHMARK / GRADE LEVEL INDICATOR	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
BENCHMARK / GRADE LEVEL INDICATOR	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others, while demonstrating sufficient command of keyboarding skills.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K–12
STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K–12
STANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K-12
STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

PROFICIENCY LEVEL	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
PROFICIENCY LEVEL	L.6.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K-12
STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PROFICIENCY LEVEL	L.6.2.b.	Spell correctly.
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K-12
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
PROFICIENCY LEVEL	L.6.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PROFICIENCY LEVEL	L.6.4.c.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or part of speech.
PROFICIENCY LEVEL	L.6.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K-12
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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UNIT 5: WRITING FROM PICTURES Week 11 Page 99-106

Ohio Learning Standards Language Arts

Grade 6 - Adopted: 2017

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

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

BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
BENCHMARK / GRADE LEVEL INDICATOR	8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information, while avoiding plagiarism.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) fora range of tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Speaking and Listening
STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
INDICATOR		
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
DOMAIN / ACADEMIC CONTENT		College and Career Readiness Anchor Standards for Language CONVENTIONS OF STANDARD ENGLISH

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

STANDARD / BENCHMARK		KEY IDEAS AND DET AILS
BENCHMARK / GRADE LEVEL INDICATOR	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K-12
STANDARD / BENCHMARK		CRAFT AND STRUCTURE
BENCHMARK / GRADE LEVEL INDICATOR	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K–12
STANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
DOMAIN /		Writing Standards K-12
ACADEMIC CONTENT STANDARD		
CONTENT		TEXT TYPES AND PURPOSES
CONTENT STANDARD	W.6.2.	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.
STANDARD / BENCHMARK / GRADE LEVEL	W.6.2. W.6.2.a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information
STANDARD / BENCHMARK / GRADE LEVEL INDICATOR PROFICIENCY		Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
STANDARD / BENCHMARK / BENCHMARK / GRADE LEVEL INDICATOR PROFICIENCY LEVEL PROFICIENCY	W.6.2.a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Establish a thesis statement to present information. 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
STANDARD / BENCHMARK / GRADE LEVEL INDICATOR PROFICIENCY LEVEL PROFICIENCY LEVEL	W.6.2.a. W.6.2.b.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Establish a thesis statement to present information. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics(e.g., charts, tables), and multimedia to aid comprehension, if needed.
STANDARD / BENCHMARK / GRADE LEVEL INDICATOR PROFICIENCY LEVEL PROFICIENCY LEVEL PROFICIENCY LEVEL PROFICIENCY LEVEL PROFICIENCY LEVEL	W.6.2.a. W.6.2.b.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Establish a thesis statement to present information. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics(e.g., charts, tables), and multimedia to aid comprehension, if needed. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

BENCHMARK / GRADE LEVEL INDICATOR	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
BENCHMARK / GRADE LEVEL INDICATOR	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
BENCHMARK / GRADE LEVEL INDICATOR	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others, while demonstrating sufficient command of keyboarding skills.
DOMAIN / ACADEMIC CONTENT ST ANDARD		Writing Standards K-12
STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K–12
STANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K-12
STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PROFICIENCY LEVEL	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
PROFICIENCY LEVEL	L.6.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
DOMAIN / ACADEMIC CONTENT ST ANDARD		Language Standards K-12
STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH

BENCHMARK / GRADE LEVEL INDICATOR	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PROFICIENCY LEVEL	L.6.2.b.	Spell correctly.
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K–12
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
PROFICIENCY LEVEL	L.6.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PROFICIENCY LEVEL	L.6.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K-12
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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		Ohio Learning Standards Language Arts Grade 6 - Adopted: 2017
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STANDARD / BENCHMARK		KEY IDEAS AND DET AILS
BENCHMARK / GRADE LEVEL INDICATOR	2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.
BENCHMARK / GRADE LEVEL INDICATOR	3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK		CRAFT AND STRUCTURE
BENCHMARK / GRADE LEVEL INDICATOR	4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
BENCHMARK / GRADE LEVEL INDICATOR	10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

DOMAIN /
ACADEMIC
CONTENT
STANDARD

STANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) fora range of tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Speaking and Listening
STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions indifferent contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain- specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

PROFICIENCY

characters.

LEVEL

Reading Standards for Literature K-12

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
BENCHMARK / GRADE LEVEL INDICATOR	RL.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
BENCHMARK / GRADE LEVEL INDICATOR	RL.6.3.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Literature K-12
STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
BENCHMARK / GRADE LEVEL INDICATOR	RL.6.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. Build background knowledge and activate prior knowledge in order to make text-to-self, text-to-text, and text-to-world connections that deepen understanding of the text.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K-12
STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
PROFICIENCY LEVEL	W.6.2.b.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics(e.g., charts, tables), and multimedia to aid comprehension, if needed.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K-12
STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	W.6.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
PROFICIENCY LEVEL	W.6.3.a.	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

W.6.3.b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or

PROFICIENCY LEVEL	W.6.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K-12
STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
BENCHMARK / GRADE LEVEL INDICATOR	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
BENCHMARK / GRADE LEVEL INDICATOR	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others, while demonstrating sufficient command of keyboarding skills.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K–12
STANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K-12
STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PROFICIENCY LEVEL	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
PROFICIENCY LEVEL	L.6.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K-12
STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

PROFICIENCY LEVEL	L.6.2.b.	Spell correctly.
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K-12
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 13 Page 115-126
		Ohio Learning Standards Language Arts Grade 6 - Adopted: 2017
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STANDARD / BENCHMARK		KEY IDEAS AND DET AILS
BENCHMARK / GRADE LEVEL INDICATOR	2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STANDARD / BENCHMARK		CRAFT AND STRUCTURE
BENCHMARK / GRADE LEVEL INDICATOR	4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

BENCHMARK / GRADE LEVEL INDICATOR	9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
BENCHMARK / GRADE LEVEL INDICATOR	10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE

BENCHMARK / GRADE LEVEL INDICATOR	8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information, while avoiding plagiarism.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) fora range of tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Speaking and Listening
STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions indifferent contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE

BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain- specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K-12
STANDARD / BENCHMARK		KEY IDEAS AND DET AILS
BENCHMARK / GRADE LEVEL INDICATOR	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K-12
STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
BENCHMARK / GRADE LEVEL INDICATOR	RI.6.2.	Analyze informational text development.
PROFICIENCY LEVEL	RI.6.2.a.	Determine a central idea of a text and how it is conveyed through particular details.
PROFICIENCY LEVEL	RI.6.2.b.	Provide an objective summary of the text that includes the central idea and relevant details.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K–12
STANDARD / BENCHMARK		KEY IDEAS AND DET AILS
BENCHMARK / GRADE LEVEL INDICATOR	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K–12
STANDARD / BENCHMARK		CRAFT AND STRUCTURE
BENCHMARK / GRADE LEVEL INDICATOR	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

BENCHMARK / GRADE LEVEL INDICATOR	RI.6.5.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K–12
STANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
BENCHMARK / GRADE LEVEL INDICATOR	RI.6.9.	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K-12
STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
PROFICIENCY LEVEL	W.6.2.a.	Establish a thesis statement to present information.
		Introduce a tanic avanta idea consents and information using atrataging such as definition alongification
PROFICIENCY LEVEL	W.6.2.b.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics(e.g., charts, tables), and multimedia to aid comprehension, if needed.
	W.6.2.b.	comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics(e.g., charts, tables), and
PROFICIENCY		comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics(e.g., charts, tables), and multimedia to aid comprehension, if needed.
PROFICIENCY LEVEL	W.6.2.c.	comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics(e.g., charts, tables), and multimedia to aid comprehension, if needed. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
PROFICIENCY LEVEL PROFICIENCY LEVEL DOMAIN / ACADEMIC CONTENT	W.6.2.c.	comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics(e.g., charts, tables), and multimedia to aid comprehension, if needed. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use precise language and domain-specific vocabulary to inform about or explain the topic.
PROFICIENCY LEVEL PROFICIENCY LEVEL DOMAIN / ACADEMIC CONTENT STANDARD /	W.6.2.c.	comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics(e.g., charts, tables), and multimedia to aid comprehension, if needed. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use precise language and domain-specific vocabulary to inform about or explain the topic. Writing Standards K-12

BENCHMARK / GRADE LEVEL INDICATOR	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others, while demonstrating sufficient command of keyboarding skills.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K–12
STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote o paraphrase the data and conclusions of others, while avoiding plagiarism and providing basic bibliographic information for sources.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K-12
STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	W.6.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
PROFICIENCY LEVEL	W.6.9.a.	Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics")
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K–12
STANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		Speaking and Listening Standards K–12
STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
PROFICIENCY LEVEL	SL.6.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PROFICIENCY	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

PROFICIENCY LEVEL	SL.6.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
DOMAIN / CCADEMIC CONTENT OT ANDARD		Language Standards K-12
STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PROFICIENCY LEVEL	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
PROFICIENCY LEVEL	L.6.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K-12
STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PROFICIENCY LEVEL	L.6.2.b.	Spell correctly.
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K-12
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
PROFICIENCY LEVEL	L.6.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PROFICIENCY LEVEL	L.6.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K-12
STANDARD		
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
STANDARD /	L.6.6.	VOCABULARY ACQUISITION AND USE Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Ohio Learning Standards Language Arts

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DOMAIN /
ACADEMIC
CONTENT
STANDARD

ST ANDARD / BENCHMARK		KEY IDEAS AND DET AILS
BENCHMARK / GRADE LEVEL INDICATOR	2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STANDARD / BENCHMARK		CRAFT AND STRUCTURE
BENCHMARK / GRADE LEVEL INDICATOR	4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
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ACADEMIC CONTENT STANDARD STANDARD / BENCHMARK BENCHMARK / GRADE LEVEL	7.	INTEGRATION OF KNOWLEDGE AND IDEAS Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well
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BENCHMARK / GRADE LEVEL INDICATOR	10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
ST ANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
BENCHMARK / GRADE LEVEL INDICATOR	8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information, while avoiding plagiarism.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
ST ANDARD / BENCHMARK		RANGE OF WRITING

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BENCHMARK / 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. BENCHMARK / 6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in	ACADEMIC CONTENT		College and Career Readiness Anchor Standards for Language
GRADE LEVEL INDICATOR analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. BENCHMARK / 6. Acquire and use accurately a range of general academic and domain- specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in			VOCABULARY ACQUISITION AND USE
GRADE LEVEL reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in	GRADE LEVEL	4.	
	GRADE LEVEL	6.	reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in

DOMAIN /
ACADEMIC
CONTENT
STANDARD

Reading Standards for Informational Text K-12

STANDARD / BENCHMARK		KEY IDEAS AND DET AILS
BENCHMARK / GRADE LEVEL INDICATOR	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K–12
STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
BENCHMARK / GRADE LEVEL INDICATOR	RI.6.2.	Analyze informational text development.
PROFICIENCY LEVEL	RI.6.2.a.	Determine a central idea of a text and how it is conveyed through particular details.
PROFICIENCY LEVEL	RI.6.2.b.	Provide an objective summary of the text that includes the central idea and relevant details.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K–12
STANDARD / BENCHMARK		KEY IDEAS AND DET AILS
BENCHMARK / GRADE LEVEL INDICATOR	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K–12
STANDARD / BENCHMARK		CRAFT AND STRUCTURE
BENCHMARK / GRADE LEVEL INDICATOR	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
BENCHMARK / GRADE LEVEL INDICATOR	RI.6.5.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K-12

BENCHMARK / GRADE LEVEL INDICATOR	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
BENCHMARK / GRADE LEVEL INDICATOR	RI.6.9.	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K-12
STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
PROFICIENCY LEVEL	W.6.2.a.	Establish a thesis statement to present information.
PROFICIENCY LEVEL	W.6.2.b.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics(e.g., charts, tables), and multimedia to aid comprehension, if needed.
PROFICIENCY LEVEL	W.6.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
PROFICIENCY LEVEL	W.6.2.e.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K-12
STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
BENCHMARK / GRADE LEVEL INDICATOR	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
BENCHMARK / GRADE LEVEL INDICATOR	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others, while demonstrating sufficient command of keyboarding skills.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K-12
STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE

BENCHMARK / GRADE LEVEL INDICATOR	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others, while avoiding plagiarism and providing basic bibliographic information for sources.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K-12
STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	W.6.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
PROFICIENCY LEVEL	W.6.9.a.	Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K–12
STANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		Speaking and Listening Standards K-12
STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
PROFICIENCY LEVEL	SL.6.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PROFICIENCY LEVEL	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
PROFICIENCY LEVEL	SL.6.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K-12
STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH

BENCHMARK / GRADE LEVEL INDICATOR	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PROFICIENCY LEVEL	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
PROFICIENCY LEVEL	L.6.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K-12
STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PROFICIENCY LEVEL	L.6.2.b.	Spell correctly.
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K-12
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
PROFICIENCY LEVEL	L.6.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PROFICIENCY LEVEL	L.6.4.b.	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
PROFICIENCY LEVEL	L.6.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K–12
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

DOMAIN /
ACADEMIC
CONTENT
STANDARD

STANDARD / BENCHMARK		KEY IDEAS AND DET AILS
BENCHMARK / GRADE LEVEL INDICATOR	2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STANDARD / BENCHMARK		CRAFT AND STRUCTURE
BENCHMARK / GRADE LEVEL INDICATOR	4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
BENCHMARK / GRADE LEVEL INDICATOR	9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
BENCHMARK / GRADE LEVEL INDICATOR	10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES

BENCHMARK / GRADE LEVEL INDICATOR	2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
ST ANDARD /		DESCRIPTION TO BUILD AND DESCRIPT WHOM FROM
BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
	7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
BENCHMARK / GRADE LEVEL	7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating
BENCHMARK / GRADE LEVEL INDICATOR BENCHMARK / GRADE LEVEL		Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each
BENCHMARK / GRADE LEVEL INDICATOR BENCHMARK / GRADE LEVEL INDICATOR DOMAIN / ACADEMIC CONTENT		Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information, while avoiding plagiarism.
BENCHMARK / GRADE LEVEL INDICATOR BENCHMARK / GRADE LEVEL INDICATOR DOMAIN / ACADEMIC CONTENT STANDARD /		Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information, while avoiding plagiarism. College and Career Readiness Anchor Standards for Writing
BENCHMARK / GRADE LEVEL INDICATOR BENCHMARK / GRADE LEVEL INDICATOR DOMAIN / ACADEMIC CONTENT STANDARD STANDARD / BENCHMARK BENCHMARK / GRADE LEVEL	8.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information, while avoiding plagiarism. College and Career Readiness Anchor Standards for Writing RANGE OF WRITING Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a
BENCHMARK / GRADE LEVEL INDICATOR BENCHMARK / GRADE LEVEL INDICATOR DOMAIN / ACADEMIC CONTENT STANDARD STANDARD / BENCHMARK / GRADE LEVEL INDICATOR DOMAIN / ACADEMIC CONTENT TOMAIN / ACADEMIC CONTENT CONTENT CONTENT	8.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information, while avoiding plagiarism. College and Career Readiness Anchor Standards for Writing RANGE OF WRITING Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) fora range of tasks, purposes, and audiences.

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

Reading Standards for Informational Text K-12

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
BENCHMARK / GRADE LEVEL INDICATOR	RI.6.2.	Analyze informational text development.
PROFICIENCY LEVEL	RI.6.2.a.	Determine a central idea of a text and how it is conveyed through particular details.
PROFICIENCY LEVEL	RI.6.2.b.	Provide an objective summary of the text that includes the central idea and relevant details.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K–12
STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
BENCHMARK / GRADE LEVEL INDICATOR	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K–12
STANDARD / BENCHMARK		CRAFT AND STRUCTURE
BENCHMARK / GRADE LEVEL INDICATOR	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
BENCHMARK / GRADE LEVEL INDICATOR	RI.6.5.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K–12
STANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
BENCHMARK / GRADE LEVEL INDICATOR	RI.6.9.	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

INDICATOR

information for sources.

Writing Standards K-12

STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
PROFICIENCY LEVEL	W.6.2.a.	Establish a thesis statement to present information.
PROFICIENCY LEVEL	W.6.2.b.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics(e.g., charts, tables), and multimedia to aid comprehension, if needed.
PROFICIENCY LEVEL	W.6.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
PROFICIENCY LEVEL	W.6.2.e.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K-12
STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
BENCHMARK / GRADE LEVEL INDICATOR	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
BENCHMARK / GRADE LEVEL INDICATOR	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others, while demonstrating sufficient command of keyboarding skills.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K-12
STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
BENCHMARK / GRADE LEVEL	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote of paraphrase the data and conclusions of others, while avoiding plagiarism and providing basic bibliographic information for sources.

DOMAIN /
ACADEMIC
CONTENT
STANDARD

LEVEL

Writing Standards K-12

STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	W.6.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
PROFICIENCY LEVEL	W.6.9.a.	Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K–12
STANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		Speaking and Listening Standards K–12
STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
PROFICIENCY LEVEL	SL.6.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PROFICIENCY LEVEL	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
PROFICIENCY LEVEL	SL.6.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K-12
STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PROFICIENCY	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

PROFICIENCY LEVEL	L.6.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K-12
STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PROFICIENCY LEVEL	L.6.2.b.	Spell correctly.
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K-12
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
PROFICIENCY LEVEL	L.6.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PROFICIENCY LEVEL	L.6.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K-12
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 16 Page 153-158
		Ohio Learning Standards
		Language Arts
		Grade 6 - Adopted: 2017
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STANDARD / BENCHMARK		KEY IDEAS AND DET AILS

BENCHMARK / 2. Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis

of the text, including the appropriate components.

GRADE LEVEL

INDICATOR

BENCHMARK/ GIADE LEVEL INDICATOR Analyze the studies and phrases as they are used in a text including determining technical commutative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text. BENCHMARK/ BENCHMARK/ STANDARD / BENCHMARK/ COBlege and Career Readiness Anchor Standards for Reading STANDARD / BENCHMARK/ Theyrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. BENCHMARK/ GIADE LEVEL INDICATOR BENCHMARK/ On Analyze how two or more truts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. College and Career Readiness Anchor Standards for Reading Constelled Constelled RANGE OF READING AND LEVEL OF TEXT COMPLEXITY BENCHMARK/ INDICATOR RANGE OF READING AND LEVEL OF TEXT COMPLEXITY BENCHMARK/ CONTENT College and Career Readiness Anchor Standards for Writing Constelled Constelle	STANDARD / BENCHMARK		CRAFT AND STRUCTURE
COLLEGE AND LEVEL INDICATOR College and Career Readiness Anchor Standards for Reading CONTENT STANDARD INTEGRATION OF KNOWLEDGE AND IDEAS BENCHMARK INTEGRATION OF WIND	GRADE LEVEL	4.	
STANDARD / BENCHMARK / 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. BENCHMARK / 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. BENCHMARK / 9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. DOMAIN / ACADEMIC CONTENT STANDARD / BENCHMARK / 9. RANGE OF READING AND LEVEL OF TEXT COMPLEXITY BENCHMARK / 10. Read, comprehend, and respond to complex literary and informational texts independently and proficiently. INDICATOR STANDARD / BENCHMARK / College and Career Readiness Anchor Standards for Writing College and Career Readiness Anchor Standards for Writing College and Career Readiness Anchor Standards for Writing TEXT TYPES AND PURPOSES BENCHMARK / 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. College and Career Readiness Anchor Standards for Writing	GRADE LEVEL	5.	
BENCHMARK / GRADE LEVEL INDICATOR 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. BENCHMARK / GRADE LEVEL INDICATOR 9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. College and Career Readiness Anchor Standards for Reading College and Career Readiness Anchor Standards for Reading RANGE OF READING AND LEVEL OF TEXT COMPLEXITY BENCHMARK / GRADE LEVEL INDICATOR 10. Read, comprehend, and respond to complex literary and informational texts independently and proficiently. College and Career Readiness Anchor Standards for Writing Content STANDARD / BENCHMARK / College and Career Readiness Anchor Standards for Writing Content STANDARD / TEXT TYPES AND PURPOSES TEXT TYPES AND PURPOSES Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. College and Career Readiness Anchor Standards for Writing	ACADEMIC CONTENT		College and Career Readiness Anchor Standards for Reading
Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. College and Career Readiness Anchor Standards for Reading			INTEGRATION OF KNOWLEDGE AND IDEAS
ACADEMIC CONTENT STANDARD Text Types and Career Readiness Anchor Standards for Writing College and Career Readiness Anchor Standards for Reading Contrent Standard Range of Reading And Level of Text Complexity BENCHMARK 10. Read, comprehend, and respond to complex literary and informational texts independently and proficiently. College and Career Readiness Anchor Standards for Writing College and Career Readiness Anchor Standards for Writing Text Types and Purposes BENCHMARK 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. College and Career Readiness Anchor Standards for Writing	GRADE LEVEL	7.	
STANDARD / BENCHMARK / 10. Read, comprehend, and respond to complex literary and informational texts independently and proficiently. BENCHMARK / GRADE LEVEL INDICATOR College and Career Readiness Anchor Standards for Writing STANDARD / BENCHMARK / GRADE LEVEL INDICATOR TEXT TYPES AND PURPOSES BENCHMARK / GRADE LEVEL INDICATOR Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. College and Career Readiness Anchor Standards for Writing Content Content College and Career Readiness Anchor Standards for Writing TEXT TYPES AND PURPOSES PRODUCTION AND DISTRIBUTION OF WRITING	GRADE LEVEL	9.	
BENCHMARK / 10. Read, comprehend, and respond to complex literary and informational texts independently and proficiently. DOMAIN / ACADEMIC CONTENT STANDARD / BENCHMARK BENCHMARK / 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. College and Career Readiness Anchor Standards for Writing PRODUCTION AND DISTRIBUTION OF WRITING	ACADEMIC CONTENT		College and Career Readiness Anchor Standards for Reading
DOMAIN / ACADEMIC CONTENT STANDARD / BENCHMARK / GRADE LEVEL INDICATOR College and Career Readiness Anchor Standards for Writing TEXT TYPES AND PURPOSES BENCHMARK / GRADE LEVEL INDICATOR College and Career Readiness Anchor Standards for Writing Content through the effective selection, organization, and analysis of content. College and Career Readiness Anchor Standards for Writing Content Content TEXT TYPES AND PURPOSES BENCHMARK / GRADE LEVEL INDICATOR College and Career Readiness Anchor Standards for Writing College and Career Readiness Anchor Standards for Writing FRODUCTION AND DISTRIBUTION OF WRITING			RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
STANDARD STANDARD STANDARD / BENCHMARK BENCHMARK / 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. DOMAIN / ACADEMIC CONTENT STANDARD STANDARD / PRODUCTION AND DISTRIBUTION OF WRITING	GRADE LEVEL	10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.
BENCHMARK / 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. DOMAIN / ACADEMIC CONTENT STANDARD College and Career Readiness Anchor Standards for Writing PRODUCTION AND DISTRIBUTION OF WRITING	ACADEMIC CONTENT		College and Career Readiness Anchor Standards for Writing
GRADE LEVEL through the effective selection, organization, and analysis of content. DOMAIN / ACADEMIC CONTENT STANDARD College and Career Readiness Anchor Standards for Writing PRODUCTION AND DISTRIBUTION OF WRITING			TEXT TYPES AND PURPOSES
ACADEMIC CONTENT STANDARD STANDARD / PRODUCTION AND DISTRIBUTION OF WRITING	GRADE LEVEL	2.	
	ACADEMIC CONTENT		College and Career Readiness Anchor Standards for Writing
			PRODUCTION AND DISTRIBUTION OF WRITING

BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
BENCHMARK / GRADE LEVEL INDICATOR	8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information, while avoiding plagiarism.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) fora range of tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Speaking and Listening
STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language

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

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Reading Standards for Informational Text K-12

STANDARD / BENCHMARK		KEY IDEAS AND DET AILS
BENCHMARK / GRADE LEVEL INDICATOR	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K–12
STANDARD / BENCHMARK		CRAFT AND STRUCTURE
BENCHMARK / GRADE LEVEL INDICATOR	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
BENCHMARK / GRADE LEVEL INDICATOR	RI.6.5.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
DOMAIN / ACADEMIC CONTENT ST ANDARD		Reading Standards for Informational Text K–12
STANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
BENCHMARK / GRADE LEVEL INDICATOR	RI.6.9.	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K-12
STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
PROFICIENCY LEVEL	W.6.2.a.	Establish a thesis statement to present information.
PROFICIENCY LEVEL	W.6.2.b.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics(e.g., charts, tables), and multimedia to aid comprehension, if needed.

PROFICIENCY LEVEL	W.6.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
PROFICIENCY LEVEL	W.6.2.e.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K-12
STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
BENCHMARK / GRADE LEVEL INDICATOR	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
BENCHMARK / GRADE LEVEL INDICATOR	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others, while demonstrating sufficient command of keyboarding skills.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K-12
STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others, while avoiding plagiarism and providing basic bibliographic information for sources.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K–12
STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	W.6.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
PROFICIENCY LEVEL	W.6.9.a.	Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K-12

STANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		Speaking and Listening Standards K-12
STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
PROFICIENCY LEVEL	SL.6.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PROFICIENCY LEVEL	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
PROFICIENCY LEVEL	SL.6.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K-12
STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL		
INDICATOR	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PROFICIENCY LEVEL	L.6.1.d.	
PROFICIENCY		speaking.
PROFICIENCY LEVEL PROFICIENCY	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). Recognize variations from standard English in their own and others' writing and speaking, and identify and use
PROFICIENCY LEVEL PROFICIENCY LEVEL DOMAIN / ACADEMIC CONTENT	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
PROFICIENCY LEVEL PROFICIENCY LEVEL DOMAIN / ACADEMIC CONTENT STANDARD /	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. Language Standards K-12

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STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
PROFICIENCY LEVEL	L.6.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PROFICIENCY LEVEL	L.6.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K-12
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK /	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
GRADE LEVEL INDICATOR		

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DOMAIN / ACADEMIC CONTENT STANDARD

CONTENT STANDARD		
ST ANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) fora range of tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Speaking and Listening
STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE

BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain- specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K-12
STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
PROFICIENCY LEVEL	W.6.2.a.	Establish a thesis statement to present information.
PROFICIENCY LEVEL	W.6.2.b.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics(e.g., charts, tables), and multimedia to aid comprehension, if needed.
PROFICIENCY LEVEL	W.6.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
PROFICIENCY LEVEL	W.6.2.e.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PROFICIENCY LEVEL	W.6.2.g.	Provide a concluding statement or section that follows from the information or explanation presented.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K-12
STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
BENCHMARK / GRADE LEVEL INDICATOR	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
BENCHMARK / GRADE LEVEL INDICATOR	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others, while demonstrating sufficient command of keyboarding skills.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K-12
STANDARD / BENCHMARK		RANGE OF WRITING

BENCHMARK / GRADE LEVEL INDICATOR	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		Speaking and Listening Standards K–12
STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
PROFICIENCY LEVEL	SL.6.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PROFICIENCY LEVEL	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
PROFICIENCY LEVEL	SL.6.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K-12
STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PROFICIENCY LEVEL	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
PROFICIENCY LEVEL	L.6.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
DOMAIN / ACADEMIC CONTENT		Language Standards K-12
STANDARD		
STANDARD STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
STANDARD /	L.6.2.	CONVENTIONS OF STANDARD ENGLISH Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STANDARD / BENCHMARK BENCHMARK / GRADE LEVEL	L.6.2. L.6.2.b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and
STANDARD / BENCHMARK / BENCHMARK / GRADE LEVEL INDICATOR	L.6.2.b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STANDARD / BENCHMARK / GRADE LEVEL INDICATOR PROFICIENCY LEVEL DOMAIN / ACADEMIC CONTENT	L.6.2.b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell correctly.

BENCHMARK / GRADE LEVEL INDICATOR	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		UNIT 7: INVENTIVE WRITING Week 18 Page 165-172
		Ohio Learning Standards Language Arts Grade 6 - Adopted: 2017
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
BENCHMARK / GRADE LEVEL INDICATOR	3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

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College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for arange of tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Speaking and Listening
STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain- specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K-12
STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

PROFICIENCY LEVEL

PROFICIENCY W.6.2.a. Establish a thesis statement to present information.

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

DOMAIN / ACADEMIC CONTENT STANDARD

Writing Standards K-12

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

DOMAIN / ACADEMIC CONTENT STANDARD

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

STANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K-12
STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PROFICIENCY LEVEL	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
PROFICIENCY LEVEL	L.6.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K–12
ACADEMIC CONTENT		Language Standards K-12 CONVENTIONS OF STANDARD ENGLISH
ACADEMIC CONTENT STANDARD	L.6.2.	
ACADEMIC CONTENT STANDARD STANDARD / BENCHMARK BENCHMARK / GRADE LEVEL		CONVENTIONS OF STANDARD ENGLISH Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
ACADEMIC CONTENT STANDARD STANDARD / BENCHMARK BENCHMARK / GRADE LEVEL INDICATOR PROFICIENCY	L.6.2.b.	CONVENTIONS OF STANDARD ENGLISH Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
ACADEMIC CONTENT STANDARD STANDARD / BENCHMARK BENCHMARK / GRADE LEVEL INDICATOR PROFICIENCY LEVEL DOMAIN / ACADEMIC CONTENT	L.6.2.b.	CONVENTIONS OF STANDARD ENGLISH Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell correctly.

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Ohio Learning Standards
Language Arts
Grade 6 - Adopted: 2017

DOMAIN /
ACADEMIC
CONTENT
STANDARD

College and Career Readiness Anchor Standards for Reading

STANDARD BENCHMARK 7.	STANDARD		
STANDARD / BENCHMARK / College and Career Readiness Anchor Standards for Writing TEXT TYPES AND PURPOSES STANDARD / BENCHMARK / 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. INDICATOR DOMAIN / ACADEMIC STANDARD / BENCHMARK / 2. PRODUCTION AND DISTRIBUTION OF WRITING STANDARD / BENCHMARK / 3. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. INDICATOR BENCHMARK / 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or bying a new approach. GRADE LEVEL INDICATOR BENCHMARK / 6. Use technology, including the Internet to produce and publish writing and to interact and collaborate with others. GRADE LEVEL INDICATOR DOMAIN / ACADEMIC CONTENT STANDARD / College and Career Readiness Anchor Standards for Writing STANDARD / Writing or a day or two) for a range of tasks, purposes, and audiences. College and Career Readiness Anchor Standards for Speaking and Listening STANDARD / College and Career Readiness Anchor Standards for Speaking and Listening STANDARD / College and Career Readiness Anchor Standards for Speaking and Listening STANDARD / College and Career Readiness Anchor Standards for Speaking and Listening STANDARD / COMPREHENSION AND COLLABORATION			INTEGRATION OF KNOWLEDGE AND IDEAS
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BENCHMARK / 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. BENCHMARK / 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. BENCHMARK / GRADE LEVEL INDICATOR BENCHMARK / GRADE LEVEL INDICATOR BENCHMARK / GRADE LEVEL INDICATOR College and Career Readiness Anchor Standards for Writing CONTENT ST ANDARD / BENCHMARK / GRADE LEVEL INDICATOR RANGE OF WRITING BENCHMARK / GRADE LEVEL INDICATOR College and Career Readiness Anchor Standards for Writing College and Career Readiness Anchor Standards for Writing Academic Contents of the standards for Writing or a day or two) for a range of tasks, purposes, and audiences. College and Career Readiness Anchor Standards for Speaking and Listening Content Standard / College and Career Readiness Anchor Standards for Speaking and Listening Comprehension and collaboration	ACADEMIC CONTENT		College and Career Readiness Anchor Standards for Writing
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GRADE LEVEL INDICATOR DOMAIN / ACADEMIC CONTENT STANDARD / BENCHMARK 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) fora range of tasks, purposes, and audiences. TOMAIN / ACADEMIC CONTENT STANDARD / COMPREHENSION AND COLLABORATION	GRADE LEVEL	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD STANDARD / BENCHMARK RANGE OF WRITING BENCHMARK 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) fora range of tasks, purposes, and audiences. DOMAIN / ACADEMIC CONTENT STANDARD COMPREHENSION AND COLLABORATION COMPREHENSION AND COLLABORATION	GRADE LEVEL	6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
BENCHMARK / BENCHMARK / GRADE LEVEL INDICATOR 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) fora range of tasks, purposes, and audiences. College and Career Readiness Anchor Standards for Speaking and Listening Content Standard Comprehension and revision and revision and shorter time frames (a single sitting or a day or two) fora range of tasks, purposes, and audiences. College and Career Readiness Anchor Standards for Speaking and Listening Comprehension and college and Career Readiness Anchor Standards for Speaking and Listening	ACADEMIC CONTENT		College and Career Readiness Anchor Standards for Writing
GRADE LEVEL INDICATOR Single sitting or a day or two) fora range of tasks, purposes, and audiences. College and Career Readiness Anchor Standards for Speaking and Listening ACADEMIC CONTENT STANDARD COMPREHENSION AND COLLABORATION			RANGE OF WRITING
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	ACADEMIC CONTENT		College and Career Readiness Anchor Standards for Speaking and Listening
			COMPREHENSION AND COLLABORATION

BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain- specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT		Writing Standards K-12
STANDARD		
STANDARD / STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
STANDARD /	W.6.2.	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.
STANDARD / BENCHMARK BENCHMARK / GRADE LEVEL	W.6.2. W.6.2.a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information
STANDARD / BENCHMARK / BENCHMARK / GRADE LEVEL INDICATOR		Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
STANDARD / BENCHMARK / GRADE LEVEL INDICATOR PROFICIENCY LEVEL PROFICIENCY	W.6.2.a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Establish a thesis statement to present information. 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
STANDARD / BENCHMARK / BENCHMARK / GRADE LEVEL INDICATOR PROFICIENCY LEVEL PROFICIENCY LEVEL PROFICIENCY LEVEL	W.6.2.a. W.6.2.b.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Establish a thesis statement to present information. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics(e.g., charts, tables), and multimedia to aid comprehension, if needed.
STANDARD / BENCHMARK BENCHMARK / GRADE LEVEL INDICAT OR PROFICIENCY LEVEL PROFICIENCY LEVEL PROFICIENCY LEVEL PROFICIENCY LEVEL	W.6.2.a. W.6.2.b.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Establish a thesis statement to present information. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics(e.g., charts, tables), and multimedia to aid comprehension, if needed. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
BENCHMARK / GRADE LEVEL INDICATOR	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
BENCHMARK / GRADE LEVEL INDICATOR	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others, while demonstrating sufficient command of keyboarding skills.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K–12
STANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K-12
STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL	L.6.1. d.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
GRADE LEVEL INDICATOR PROFICIENCY		speaking.
PROFICIENCY LEVEL PROFICIENCY	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). Recognize variations from standard English in their own and others' writing and speaking, and identify and use
PROFICIENCY LEVEL PROFICIENCY LEVEL DOMAIN / ACADEMIC CONTENT	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
PROFICIENCY LEVEL PROFICIENCY LEVEL DOMAIN / ACADEMIC CONTENT STANDARD /	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. Language Standards K-12

DOMAIN / ACADEMIC CONTENT STANDARD

Language Standards K-12

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		UNIT 8: FORMAL ESSAY MODELS Week 20 Page 179-192
		Ohio Learning Standards Language Arts
		Grade 6 - Adopted: 2017
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STANDARD / BENCHMARK		KEY IDEAS AND DET AILS
BENCHMARK / GRADE LEVEL INDICATOR	2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STANDARD / BENCHMARK		CRAFT AND STRUCTURE
BENCHMARK / GRADE LEVEL INDICATOR	4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
BENCHMARK / GRADE LEVEL INDICATOR	9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY

BENCHMARK / GRADE LEVEL INDICATOR	10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
ST ANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
BENCHMARK / GRADE LEVEL INDICATOR	8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information, while avoiding plagiarism.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STANDARD / BENCHMARK		RANGE OF WRITING

BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) fora range of tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Speaking and Listening
STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK / GRADE LEVEL INDICATOR	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions indifferent contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain- specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

DOMAIN /
ACADEMIC
CONTENT
STANDARD

Reading Standards for Informational Text K-12

STANDARD / BENCHMARK		KEY IDEAS AND DET AILS
BENCHMARK / GRADE LEVEL INDICATOR	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K–12
STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
BENCHMARK / GRADE LEVEL INDICATOR	RI.6.2.	Analyze informational text development.
PROFICIENCY LEVEL	RI.6.2.a.	Determine a central idea of a text and how it is conveyed through particular details.
PROFICIENCY LEVEL	RI.6.2.b.	Provide an objective summary of the text that includes the central idea and relevant details.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K–12
STANDARD / BENCHMARK		KEY IDEAS AND DET AILS
BENCHMARK / GRADE LEVEL INDICATOR	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K–12
STANDARD / BENCHMARK		CRAFT AND STRUCTURE
BENCHMARK / GRADE LEVEL INDICATOR	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
BENCHMARK / GRADE LEVEL INDICATOR	RI.6.5.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K-12

BENCHMARK / GRADE LEVEL INDICATOR	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
BENCHMARK / GRADE LEVEL INDICATOR	RI.6.9.	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K–12
STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
PROFICIENCY LEVEL	W.6.2.a.	Establish a thesis statement to present information.
PROFICIENCY LEVEL	W.6.2.b.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics(e.g., charts, tables), and multimedia to aid comprehension, if needed.
PROFICIENCY LEVEL	W.6.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
PROFICIENCY LEVEL	W.6.2.e.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PROFICIENCY LEVEL	W.6.2.f.	Establish and maintain a formal style.
PROFICIENCY LEVEL	W.6.2.g.	Provide a concluding statement or section that follows from the information or explanation presented.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K-12
ST ANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
BENCHMARK / GRADE LEVEL INDICATOR	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
BENCHMARK / GRADE LEVEL INDICATOR	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others, while demonstrating sufficient command of keyboarding skills.

INDICATOR

STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others, while avoiding plagiarism and providing basic bibliographic information for sources.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K-12
STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	W.6.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
PROFICIENCY LEVEL	W.6.9.a.	Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K-12
STANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K-12
STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PROFICIENCY LEVEL	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
PROFICIENCY LEVEL	L.6.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

DOMAIN /
ACADEMIC
CONTENT
STANDARD

Language Standards K-12

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PROFICIENCY LEVEL	L.6.2.b.	Spell correctly.
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K-12
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
PROFICIENCY LEVEL	L.6.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PROFICIENCY LEVEL	L.6.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K-12
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		UNIT 8: FORMAL ESSAY MODELS Week 21 Page 193-202
		Ohio Learning Standards Language Arts Grade 6 - Adopted: 2017
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STANDARD / BENCHMARK		KEY IDEAS AND DET AILS
BENCHMARK / GRADE LEVEL INDICATOR	2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.

College and Career Readiness Anchor Standards for Reading

BENCHMARK/ GIADE LEVEL INDICATOR Analyze the studies and phrases as they are used in a text including determining technical commutative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text. BENCHMARK/ BENCHMARK/ STANDARD / BENCHMARK/ COBlege and Career Readiness Anchor Standards for Reading STANDARD / BENCHMARK/ Theyrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. BENCHMARK/ GIADE LEVEL INDICATOR BENCHMARK/ On Analyze how two or more truts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. College and Career Readiness Anchor Standards for Reading Constitute Constitute RANGE OF READING AND LEVEL OF TEXT COMPLEXITY BENCHMARK/ INDICATOR RANGE OF READING AND LEVEL OF TEXT COMPLEXITY BENCHMARK/ CONTENT College and Career Readiness Anchor Standards for Writing Constitute College and Career Readiness Anchor Standards for Writing Constitute TEXT Types AND PURPOSES BENCHMARK/ College and Career Readiness Anchor Standards for Writing College and Career Readiness Anchor Standards for Writing Constitute TEXT Types AND PURPOSES BENCHMARK/ College and Career Readiness Anchor Standards for Writing	STANDARD / BENCHMARK		CRAFT AND STRUCTURE
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STANDARD / BENCHMARK / 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. BENCHMARK / 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. BENCHMARK / 9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. DOMAIN / ACADEMIC CONTENT STANDARD / BENCHMARK / 9. RANGE OF READING AND LEVEL OF TEXT COMPLEXITY BENCHMARK / 10. Read, comprehend, and respond to complex literary and informational texts independently and proficiently. INDICATOR STANDARD / BENCHMARK / College and Career Readiness Anchor Standards for Writing College and Career Readiness Anchor Standards for Writing College and Career Readiness Anchor Standards for Writing TEXT TYPES AND PURPOSES BENCHMARK / 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. College and Career Readiness Anchor Standards for Writing	GRADE LEVEL	5.	
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STANDARD / BENCHMARK / 10. Read, comprehend, and respond to complex literary and informational texts independently and proficiently. BENCHMARK / GRADE LEVEL INDICATOR College and Career Readiness Anchor Standards for Writing STANDARD / BENCHMARK / GRADE LEVEL INDICATOR TEXT TYPES AND PURPOSES BENCHMARK / GRADE LEVEL INDICATOR Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. College and Career Readiness Anchor Standards for Writing Content Content College and Career Readiness Anchor Standards for Writing TEXT TYPES AND PURPOSES PRODUCTION AND DISTRIBUTION OF WRITING	GRADE LEVEL	9.	
BENCHMARK / 10. Read, comprehend, and respond to complex literary and informational texts independently and proficiently. DOMAIN / ACADEMIC CONTENT STANDARD / BENCHMARK BENCHMARK / 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. College and Career Readiness Anchor Standards for Writing PRODUCTION AND DISTRIBUTION OF WRITING	ACADEMIC CONTENT		College and Career Readiness Anchor Standards for Reading
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BENCHMARK / 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. DOMAIN / ACADEMIC CONTENT STANDARD College and Career Readiness Anchor Standards for Writing PRODUCTION AND DISTRIBUTION OF WRITING	ACADEMIC CONTENT		College and Career Readiness Anchor Standards for Writing
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ACADEMIC CONTENT STANDARD STANDARD / PRODUCTION AND DISTRIBUTION OF WRITING	GRADE LEVEL	2.	
	ACADEMIC CONTENT		College and Career Readiness Anchor Standards for Writing
			PRODUCTION AND DISTRIBUTION OF WRITING

BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
BENCHMARK / GRADE LEVEL INDICATOR	8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information, while avoiding plagiarism.
BENCHMARK / GRADE LEVEL INDICATOR	9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) fora range of tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Speaking and Listening
STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

College and Career Readiness Anchor Standards for Language

BENCHMARK / Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. BENCHMARK / STADDARD / Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. BENCHMARK / Demonstrate command of the conventions of standard English capitalization, punchastion, and spelling when writing. BENCHMARK / College and Career Readiness Anchor Standard English capitalization, punchastion, and spelling when writing. BENCHMARK / STANDARD / BENCHMARK /			
BENCHMARK/ BENCHMARK/ BENCHMARK/ BENCHMARK/ BENCHMARK/ BENCHMARK/ College and Career Readiness Anchor Standards for Language CONTENT STANDARD College and Career Readiness Anchor Standards for Language KNOWLEDGE OF LANGUAGE BENCHMARK/ BENCHMARK/ BENCHMARK/ CRADE LEVEL INDICATOR College and Career Readiness Anchor Standards for Language Emptions indifferent contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listering. College and Career Readiness Anchor Standards for Language VOCABULARY ACQUISITION AND USE BENCHMARK/ GRADE LEVEL INDICATOR Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. INDICATOR BENCHMARK/ GRADE LEVEL INDICATOR Reading Standards for Informational Text K-12 Converted Standards Reading Standards for Informational Text K-12 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text Readope Level INDICATOR Reading Standards for Informational Text K-12 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text Readope Level INDICATOR Reading Standards for Informational Text K-12 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text Reading Standards for Informational Text K-12 Contents of the standards for Informational Text K-12 Contents of the standards for Informational Text K-12 Contents of the standards for Informational Text K-12			CONVENTIONS OF STANDARD ENGLISH
GRADE LEVEL INDICATOR College and Career Readiness Anchor Standards for Language CONTENT STANDARD / BENCHMARK / 3. Apply knowledge of language to understand how language functions indifferent contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. NDICATOR College and Career Readiness Anchor Standards for Language College and Career Readiness Anchor Standards general and specialized reference materials, as appropriate. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. BENCHMARK 6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. Reading Standards for Informational Text K-12 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. Reading Standards for Informational Text K-12 College and Career Readiness Anchor Standards for Informational Text K-12 College and Career Readiness Anchor Standards for	GRADE LEVEL	1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD /	GRADE LEVEL	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
BENCHMARK / 3. Apply knowledge of language to understand how language functions indifferent contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. DOMAIN / ACADEMIC CONTENT STANDARD / BENCHMARK VOCABULARY ACQUISITION AND USE BENCHMARK / 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. INDICATOR BENCHMARK / 6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level, demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. DOMAIN / ACADEMIC CONTENT STANDARD KEYIDEAS AND DETAILS KEYIDEAS AND DETAILS KEYIDEAS AND DETAILS KEYIDEAS AND DETAILS	ACADEMIC CONTENT		College and Career Readiness Anchor Standards for Language
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STANDARD / BENCHMARK / 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. INDICATOR BENCHMARK / 6. Acquire and use accurately a range of general academic and domain- specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. DOMAIN / ACADEMIC CONTENT STANDARD / BENCHMARK / GRADE LEVEL INDICATOR Reading Standards for Informational Text K-12 KEY IDEAS AND DET AILS Reading Standards for Informational Text K-12 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. Reading Standards for Informational Text K-12 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. Reading Standards for Informational Text K-12 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. Reading Standards for Informational Text K-12 CONTENT STANDARD	GRADE LEVEL	3.	
BENCHMARK / GRADE LEVEL INDICATOR STANDARD / BENCHMARK / BENCHMA	ACADEMIC CONTENT		College and Career Readiness Anchor Standards for Language
Acquire and use accurately a range of general academic and domain- specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. Reading Standards for Informational Text K-12			VOCABULARY ACQUISITION AND USE
GRADE LEVEL INDICATOR reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. Reading Standards for Informational Text K-12 KEY IDEAS AND DET AILS BENCHMARK / GRADE LEVEL INDICATOR Reading Standards for Informational Text K-12 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. GRADE LEVEL INDICATOR Reading Standards for Informational Text K-12 KEY IDEAS AND DET AILS	GRADE LEVEL	4.	
STANDARD STANDARD / BENCHMARK BENCHMARK / GRADE LEVEL INDICATOR Reading Standards for Informational Text K-12 STANDARD / KEY IDEAS AND DETAILS	GRADE LEVEL	6.	reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in
BENCHMARK / GRADE LEVEL INDICATOR Reading Standards for Informational Text K-12 STANDARD / KEY IDEAS AND DETAILS	ACADEMIC CONTENT		Reading Standards for Informational Text K–12
GRADE LEVEL INDICATOR DOMAIN / Reading Standards for Informational Text K-12 ACADEMIC CONTENT STANDARD STANDARD / KEY IDEAS AND DETAILS			KEY IDEAS AND DET AILS
ACADEMIC CONTENT STANDARD STANDARD / KEY IDEAS AND DETAILS	GRADE LEVEL	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
	ACADEMIC CONTENT		Reading Standards for Informational Text K–12
			KEY IDEAS AND DETAILS

BENCHMARK / GRADE LEVEL INDICATOR	RI.6.2.	Analyze informational text development.
PROFICIENCY LEVEL	RI.6.2.a.	Determine a central idea of a text and how it is conveyed through particular details.
PROFICIENCY LEVEL	RI.6.2.b.	Provide an objective summary of the text that includes the central idea and relevant details.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K–12
STANDARD / BENCHMARK		KEY IDEAS AND DET AILS
BENCHMARK / GRADE LEVEL INDICATOR	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K–12
STANDARD / BENCHMARK		CRAFT AND STRUCTURE
BENCHMARK / GRADE LEVEL INDICATOR	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
BENCHMARK / GRADE LEVEL INDICATOR	RI.6.5.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K–12
STANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
BENCHMARK / GRADE LEVEL INDICATOR	RI.6.9.	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K–12
STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES

BENCHMARK / GRADE LEVEL INDICATOR	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
PROFICIENCY LEVEL	W.6.2.a.	Establish a thesis statement to present information.
PROFICIENCY LEVEL	W.6.2.b.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics(e.g., charts, tables), and multimedia to aid comprehension, if needed.
PROFICIENCY LEVEL	W.6.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
PROFICIENCY LEVEL	W.6.2.e.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PROFICIENCY LEVEL	W.6.2.f.	Establish and maintain a formal style.
PROFICIENCY LEVEL	W.6.2.g.	Provide a concluding statement or section that follows from the information or explanation presented.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K–12
STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
BENCHMARK / GRADE LEVEL INDICATOR	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
BENCHMARK / GRADE LEVEL INDICATOR	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others, while demonstrating sufficient command of keyboarding skills.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K-12
STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others, while avoiding plagiarism and providing basic bibliographic information for sources.

STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	W.6.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
PROFICIENCY LEVEL	W.6.9.a.	Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K–12
STANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		Speaking and Listening Standards K-12
STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
PROFICIENCY LEVEL	SL.6.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PROFICIENCY LEVEL	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
PROFICIENCY LEVEL	SL.6.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
DOMAIN / ACADEMIC CONTENT ST AND ARD		Language Standards K–12
STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PROFICIENCY LEVEL	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

PROFICIENCY LEVEL	L.6.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K-12
STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PROFICIENCY LEVEL	L.6.2.b.	Spell correctly.
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K-12
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
PROFICIENCY LEVEL	L.6.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PROFICIENCY LEVEL	L.6.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K–12
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		UNIT 9: FORMAL CRITIQUE Week 22 Page 203-219
		Ohio Learning Standards
		Language Arts
		Grade 6 - Adopted: 2017
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STANDARD / BENCHMARK		KEY IDEAS AND DET AILS
BENCHMARK / GRADE LEVEL INDICATOR	2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.

BENCHMARK / GRADE LEVEL INDICATOR	3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STANDARD / BENCHMARK		CRAFT AND STRUCTURE
BENCHMARK / GRADE LEVEL INDICATOR	4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Assess how point of view, perspective, or purpose shapes the content and style of a text.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
ST ANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
BENCHMARK / GRADE LEVEL INDICATOR	10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.
DOMAIN / ACADEMIC		College and Career Readiness Anchor Standards for Writing
CONTENT STANDARD		
		TEXT TYPES AND PURPOSES
STANDARD /	3.	TEXT TYPES AND PURPOSES Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STANDARD / BENCHMARK / BENCHMARK / GRADE LEVEL	3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details,
STANDARD / BENCHMARK / BENCHMARK / GRADE LEVEL INDICATOR DOMAIN / ACADEMIC CONTENT	3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) fora range of tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Speaking and Listening
STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and
BENCHMARK / GRADE LEVEL INDICATOR	2.	orally.
GRADE LEVEL	2.	
GRADE LEVEL INDICATOR DOMAIN / ACADEMIC CONTENT	2.	orally.

BENCHMARK / GRADE LEVEL INDICATOR	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions indifferent contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain- specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Literature K–12
STANDARD / BENCHMARK		KEY IDEAS AND DET AILS
BENCHMARK / GRADE LEVEL INDICATOR	RL.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
BENCHMARK / GRADE LEVEL INDICATOR	RL.6.3.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Literature K-12
STANDARD / BENCHMARK		CRAFT AND STRUCTURE

BENCHMARK / GRADE LEVEL INDICATOR	RL.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choices, including sensory language, on meaning and tone.
BENCHMARK / GRADE LEVEL INDICATOR	RL.6.5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
BENCHMARK / GRADE LEVEL INDICATOR	RL.6.6.	Explain how an author uses the point of view to develop the perspective of the narrator or speaker in a text.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Literature K-12
STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
BENCHMARK / GRADE LEVEL INDICATOR	RL.6.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. Build background knowledge and activate prior knowledge in order to make text-to-self, text-to-text, and text-to-world connections that deepen understanding of the text.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K-12
STANDARD / BENCHMARK		KEY IDEAS AND DET AILS
BENCHMARK / GRADE LEVEL INDICATOR	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K–12
STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
BENCHMARK / GRADE LEVEL INDICATOR	RI.6.2.	Analyze informational text development.
PROFICIENCY LEVEL	RI.6.2.a.	Determine a central idea of a text and how it is conveyed through particular details.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K–12
STANDARD / BENCHMARK		KEY IDEAS AND DET AILS
BENCHMARK / GRADE LEVEL INDICATOR	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

DOMAIN /
ACADEMIC
CONTENT
STANDARD

LEVEL

Reading Standards for Informational Text K-12

STANDARD / BENCHMARK		CRAFT AND STRUCTURE
BENCHMARK / GRADE LEVEL INDICATOR	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K–12
STANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K-12
STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
PROFICIENCY LEVEL	W.6.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K-12
STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	W.6.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
PROFICIENCY LEVEL	W.6.3.a.	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
PROFICIENCY LEVEL	W.6.3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
PROFICIENCY LEVEL	W.6.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
PROFICIENCY	W.6.3.e.	Provide a conclusion that follows from the narrated experiences or events.

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
BENCHMARK / GRADE LEVEL INDICATOR	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
BENCHMARK / GRADE LEVEL INDICATOR	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others, while demonstrating sufficient command of keyboarding skills.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K–12
STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others, while avoiding plagiarism and providing basic bibliographic information for sources.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K–12
STANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
GRADE LEVEL	W.6.10.	
GRADE LEVEL INDICATOR DOMAIN / ACADEMIC CONTENT	W.6.10.	single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
GRADE LEVEL INDICATOR DOMAIN / ACADEMIC CONTENT STANDARD /	W.6.10.	single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. Speaking and Listening Standards K-12
GRADE LEVEL INDICATOR DOMAIN / ACADEMIC CONTENT STANDARD STANDARD / BENCHMARK BENCHMARK / GRADE LEVEL		single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. Speaking and Listening Standards K-12 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

PROFICIENCY LEVEL	SL.6.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K-12
STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PROFICIENCY LEVEL	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
PROFICIENCY LEVEL	L.6.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K-12
STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PROFICIENCY LEVEL	L.6.2.b.	Spell correctly.
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K–12
STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
BENCHMARK / GRADE LEVEL INDICATOR	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
PROFICIENCY LEVEL	L.6.3.b.	Maintain consistency in style and tone.
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K–12
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHWARK		
BENCHMARK / GRADE LEVEL INDICATOR	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

PROFICIENCY LEVEL	L.6.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K-12
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.6.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
PROFICIENCY LEVEL	L.6.5.a.	Interpret figures of speech (e.g., personification) in context.
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K-12
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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		Ohio Learning Standards Language Arts Grade 6 - Adopted: 2017
DOMAIN / ACADEMIC CONTENT STANDARD		Language Arts
ACADEMIC CONTENT		Language Arts Grade 6 - Adopted: 2017
ACADEMIC CONTENT STANDARD	2.	Language Arts Grade 6 - Adopted: 2017 College and Career Readiness Anchor Standards for Reading
ACADEMIC CONTENT STANDARD STANDARD / BENCHMARK BENCHMARK / GRADE LEVEL	2.	Language Arts Grade 6 - Adopted: 2017 College and Career Readiness Anchor Standards for Reading KEY IDEAS AND DET AILS Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis
ACADEMIC CONTENT STANDARD STANDARD / BENCHMARK / GRADE LEVEL INDICATOR BENCHMARK / GRADE LEVEL INDICATOR		Language Arts Grade 6 - Adopted: 2017 College and Career Readiness Anchor Standards for Reading KEY IDEAS AND DET AILS Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.
ACADEMIC CONTENT STANDARD STANDARD / BENCHMARK BENCHMARK / GRADE LEVEL INDICATOR BENCHMARK / GRADE LEVEL INDICATOR DOMAIN / ACADEMIC CONTENT		Language Arts Grade 6 - Adopted: 2017 College and Career Readiness Anchor Standards for Reading KEY IDEAS AND DET AILS Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

BENCHMARK / GRADE LEVEL INDICATOR	6.	Assess how point of view, perspective, or purpose shapes the content and style of a text.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
BENCHMARK / GRADE LEVEL INDICATOR	10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
ST ANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

DOMAIN /
ACADEMIC
CONTENT
STANDARD

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) fora range of tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Speaking and Listening
STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions indifferent contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain- specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Literature K–12
STANDARD / BENCHMARK		KEY IDEAS AND DET AILS
BENCHMARK / GRADE LEVEL INDICATOR	RL.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
BENCHMARK / GRADE LEVEL INDICATOR	RL.6.3.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Literature K-12
STANDARD / BENCHMARK		CRAFT AND STRUCTURE
BENCHMARK / GRADE LEVEL INDICATOR	RL.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choices, including sensory language, on meaning and tone.
BENCHMARK / GRADE LEVEL INDICATOR	RL.6.5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
BENCHMARK / GRADE LEVEL INDICATOR	RL.6.6.	Explain how an author uses the point of view to develop the perspective of the narrator or speaker in a text.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Literature K-12

STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
BENCHMARK / GRADE LEVEL INDICATOR	RL.6.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. Build background knowledge and activate prior knowledge in order to make text-to-self, text-to-text, and text-to-world connections that deepen understanding of the text.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K–12
STANDARD / BENCHMARK		KEY IDEAS AND DET AILS
BENCHMARK / GRADE LEVEL INDICATOR	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K-12
STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
BENCHMARK / GRADE LEVEL INDICATOR	RI.6.2.	Analyze informational text development.
PROFICIENCY LEVEL	RI.6.2.a.	Determine a central idea of a text and how it is conveyed through particular details.
LEVEL		
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K–12
DOMAIN / ACADEMIC CONTENT		Reading Standards for Informational Text K–12 KEY IDEAS AND DET AILS
DOMAIN / ACADEMIC CONTENT STANDARD	RI.6.3.	
DOMAIN / ACADEMIC CONTENT STANDARD STANDARD / BENCHMARK BENCHMARK / GRADE LEVEL	RI.6.3.	KEY IDEAS AND DET AILS Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through
DOMAIN / ACADEMIC CONTENT STANDARD STANDARD / BENCHMARK BENCHMARK / GRADE LEVEL INDICATOR DOMAIN / ACADEMIC CONTENT	RI.6.3.	KEY IDEAS AND DET AILS Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
DOMAIN / ACADEMIC CONTENT STANDARD STANDARD / BENCHMARK BENCHMARK / GRADE LEVEL INDICATOR DOMAIN / ACADEMIC CONTENT STANDARD / STANDARD /	RI.6.3.	KEY IDEAS AND DET AILS Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). Reading Standards for Informational Text K-12
DOMAIN / ACADEMIC CONTENT STANDARD STANDARD / BENCHMARK BENCHMARK / GRADE LEVEL INDICATOR DOMAIN / ACADEMIC CONTENT STANDARD / BENCHMARK BENCHMARK BENCHMARK / GRADE LEVEL		KEY IDEAS AND DET AILS Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). Reading Standards for Informational Text K-12 CRAFT AND STRUCTURE Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and

BENCHMARK / GRADE LEVEL INDICATOR	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K–12
STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
PROFICIENCY LEVEL	W.6.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
DOMAIN / ACADEMIC CONTENT ST ANDARD		Writing Standards K–12
STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	W.6.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
PROFICIENCY LEVEL	W.6.3.a.	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
PROFICIENCY LEVEL	W.6.3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
PROFICIENCY LEVEL	W.6.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
PROFICIENCY LEVEL	W.6.3.e.	Provide a conclusion that follows from the narrated experiences or events.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K-12
STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
BENCHMARK / GRADE LEVEL INDICATOR	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
BENCHMARK / GRADE LEVEL	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others, while demonstrating sufficient command of keyboarding skills.

INDICATOR

STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others, while avoiding plagiarism and providing basic bibliographic information for sources.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K–12
STANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		Speaking and Listening Standards K–12
STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
PROFICIENCY	CL C 1 a	
LEVEL	SL.6.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PROFICIENCY		referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PROFICIENCY LEVEL	SL.6.1.b.	referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. Follow rules for collegial 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,
PROFICIENCY LEVEL PROFICIENCY LEVEL DOMAIN / ACADEMIC CONTENT	SL.6.1.b.	referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. Follow rules for collegial 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 under discussion.
PROFICIENCY LEVEL PROFICIENCY LEVEL DOMAIN / ACADEMIC CONTENT STANDARD /	SL.6.1.b.	referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. Follow rules for collegial 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 under discussion. Language Standards K-12
PROFICIENCY LEVEL PROFICIENCY LEVEL DOMAIN / ACADEMIC CONTENT STANDARD STANDARD / BENCHMARK / GRADE LEVEL	SL.6.1.b.	referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. Follow rules for collegial 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 under discussion. Language Standards K-12 CONVENTIONS OF STANDARD ENGLISH Demonstrate command of the conventions of standard English grammar and usage when writing or

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Language Standards K-12

STANDARD		
STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PROFICIENCY LEVEL	L.6.2.b.	Spell correctly.
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K–12
STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
BENCHMARK / GRADE LEVEL INDICATOR	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
PROFICIENCY LEVEL	L.6.3.b.	Maintain consistency in style and tone.
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K-12
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
PROFICIENCY LEVEL	L.6.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PROFICIENCY LEVEL	L.6.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K-12
ACADEMIC CONTENT		VOCABULARY ACQUISITION AND USE
ACADEMIC CONTENT STANDARD	L.6.5.	

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LEVEL

Language Standards K–12

STANDARD /		VOCABULARY ACQUISITION AND USE
BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		UNIT 9: FORMAL CRITIQUE Week 24 Page 231-334
		Ohio Learning Standards
		Language Arts Grade 6 - Adopted: 2017
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STANDARD / BENCHMARK		KEY IDEAS AND DET AILS
BENCHMARK / GRADE LEVEL INDICATOR	2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STANDARD / BENCHMARK		CRAFT AND STRUCTURE
BENCHMARK / GRADE LEVEL INDICATOR	4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
BENCHMARK / GRADE LEVEL INDICATOR	10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.

College and Career Readiness Anchor Standards for Writing

STANDARD /		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK		
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for arange of tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Speaking and Listening
STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions indifferent contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Literature K–12
STANDARD / BENCHMARK		KEY IDEAS AND DET AILS
BENCHMARK / GRADE LEVEL INDICATOR	RL.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Literature K-12
STANDARD / BENCHMARK		CRAFT AND STRUCTURE
BENCHMARK / GRADE LEVEL INDICATOR	RL.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choices, including sensory language, on meaning and tone.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Literature K-12
STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
BENCHMARK / GRADE LEVEL INDICATOR	RL.6.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. Build background knowledge and activate prior knowledge in order to make text-to-self, text-to-text, and text-to-world connections that deepen understanding of the text.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K-12
STANDARD / BENCHMARK		KEY IDEAS AND DET AILS
BENCHMARK / GRADE LEVEL INDICATOR	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

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Reading Standards for Informational Text K-12

STANDARD		
STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
BENCHMARK / GRADE LEVEL INDICATOR	RI.6.2.	Analyze informational text development.
PROFICIENCY LEVEL	RI.6.2.a.	Determine a central idea of a text and how it is conveyed through particular details.
PROFICIENCY LEVEL	RI.6.2.b.	Provide an objective summary of the text that includes the central idea and relevant details.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K–12
STANDARD / BENCHMARK		KEY IDEAS AND DET AILS
BENCHMARK / GRADE LEVEL INDICATOR	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K-12
STANDARD / BENCHMARK		CRAFT AND STRUCTURE
BENCHMARK / GRADE LEVEL INDICATOR	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
BENCHMARK / GRADE LEVEL INDICATOR	RI.6.5.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K–12
STANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K–12
STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING

BENCHMARK / GRADE LEVEL INDICATOR	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others, while demonstrating sufficient command of keyboarding skills.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K–12
STANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K-12
STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PROFICIENCY LEVEL	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
PROFICIENCY LEVEL	L.6.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K-12
STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PROFICIENCY LEVEL	L.6.2.b.	Spell correctly.
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K-12
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
PROFICIENCY LEVEL	L.6.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

PROFICIENCY LEVEL	L.6.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K-12
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.