Main Criteria: Structure and Style for Students Secondary Criteria: Oregon Academic Content Standards

Subject: Language Arts

Grade: 6

# Structure and Style for Students

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

Oregon Academic Content Standards Language Arts Grade 6 - Adopted: 2019/Effective 2021

STANDARD
CONTENT
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STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	CCRA.R. 1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / BENCHMARK	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / BENCHMARK	CCRA.R. 3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Craft and Structure
EXPECTATION /		Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative

PROFIC			
BENCH STRAN			Craft and Structure
EXPECT	TATION /	CCRA.R.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
BENCH!	MARK	4.	
EXPECT	TATION /	CCRA.R.	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.
BENCH	MARK	5.	

#### STANDARD / CONTENT **AREA**

#### Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY	College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND	Range of Reading and Level of Text Complexity

BENCHMARK 10.

EXPECTATION / CCRA.R. Read and comprehend complex literary and informational texts independently and proficiently.

STANDARD	I
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BENCHMARK

# Oregon English Language Arts and Literacy Standards

AREA		
CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	6.RL.1.	Analyze what the text says explicitly as well as inferentially; cite textual evidence to support the analysis.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	6.RL.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	6.RI.1.	Analyze what the text says explicitly as well as inferentially; cite textual evidence to support the analysis.
EXPECTATION / BENCHMARK	6.RI.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
EXPECTATION / BENCHMARK	6.RI.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	6.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
EXPECTATION /	6.RI.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.

## STANDARD / CONTENT AREA

### Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Integration of Knowledge and Ideas
EXPECTATION / BENCHMARK	6.RI.7.	Integrate information presented in different media or formats as well as in words to develop a coherent understanding of a topic or issue.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD I PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	CCRA.W. 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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Research to Build and Present Knowledge
EXPECTATION / BENCHMARK	CCRA.W.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
EXPECTATION / BENCHMARK	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

STANDARD / CONTENT AREA

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	CCRA.W.	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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	6.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	6.W.2a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful in aiding comprehension.
EXPECTATION	6.W.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	6.W.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	6.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
EXPECTATION	6.W.3d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION /	6.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task,

purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

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EXPECTATION / BENCHMARK	6.W.5.	With some guidance and support, 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.)
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Research to Build and Present Knowledge
EXPECTATION / BENCHMARK	6.W.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.
EXPECTATION / BENCHMARK	6.W.9.	Draw and cite evidence from literary or informational texts to support analysis, reflection, and research.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	6.W.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 / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	CCRA.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Knowledge of Language
EXPECTATION / BENCHMARK	CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

#### STANDARD / CONTENT AREA

### Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	CCRA.L.	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.
EXPECTATION / BENCHMARK	CCRA.L.	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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	6.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	6.L.1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	6.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	6.L.4a.	Use context as a clue to the meaning of a word or phrase.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION /	CCRA.SL	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building

BENCHMARK .1. on others' ideas and expressing their own clearly and persuasively.

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CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Speaking and Listening
BENCHMARK / STRAND		Presentation of Knowledge and Ideas
EXPECTATION / BENCHMARK	CCRA.SL .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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	6.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	6.SL.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	6.SL.1b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
EXPECTATION	6.SL.1c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Presentation of Knowledge and Ideas
EXPECTATION / BENCHMARK	6.SL.4.	Present claims and/or 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.
EXPECTATION / BENCHMARK	6.SL.6.	Adapt speech to a variety of contexts and tasks, demonstrating command of 6th grade level language conventions when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)
STANDARD / CONTENT AREA		Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Production and Distribution of Writing

EXPECTATION / BENCHMARK		Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONTENT AREA		Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	6- 8.WHST.1 0.	Write routinely over extended time frames (time for 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.
		UNIT 2: WRITING FROM NOTES Week 2 Page 17-26
		Oregon Academic Content Standards  Language Arts  Grade 6 - Adopted: 2019/Effective 2021
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	CCRA.R.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / BENCHMARK	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / BENCHMARK	CCRA.R.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION / BENCHMARK	CCRA.R.	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.

section, chapter, scene, or stanza) relate to each other and the whole.

BENCHMARK 5.

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AREA		
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity
EXPECTATION / BENCHMARK	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	6.RL.1.	Analyze what the text says explicitly as well as inferentially; cite textual evidence to support the analysis.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	6.RL.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	6.RI.1.	Analyze what the text says explicitly as well as inferentially; cite textual evidence to support the analysis.
EXPECTATION /	6.RI.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
BENCHMARK		district from personal opinions of judgments.
EXPECTATION / BENCHMARK	6.RI.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.

CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	6.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
EXPECTATION / BENCHMARK	6.RI.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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Integration of Knowledge and Ideas
EXPECTATION / BENCHMARK	6.RI.7.	Integrate information presented in different media or formats as well as in words to develop a coherent understanding of a topic or issue.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	CCRA.W.	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 / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
EXPECTATION / BENCHMARK	CCRA.W.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
ST ANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Research to Build and Present Knowledge
EXPECTATION / BENCHMARK	CCRA.W. 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.
EXPECTATION / BENCHMARK	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	CCRA.W.	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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	6.W.1.	Write arguments to support claims with clear reasons and relevant evidence.
EXPECTATION	6.W.1d.	Establish and maintain an appropriate style for content, purpose, and audience.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	6.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	6.W.2a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful in aiding comprehension.
EXPECTATION	6.W.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

EXPECTATION	6.W.2e.	Establish and maintain an appropriate style for content, purpose, and audience.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	6.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
EXPECTATION	6.W.3d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	6.W.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.)
EXPECTATION / BENCHMARK	6.W.5.	With some guidance and support, 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.)
EXPECTATION / BENCHMARK	6.W.6.	Use technology, including the Internet, to produce and publish writing and to link to and cite sources, as well as to interact and collaborate with others.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Research to Build and Present Knowledge
EXPECTATION / BENCHMARK	6.W.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.
EXPECTATION / BENCHMARK	6.W.9.	Draw and cite evidence from literary or informational texts to support analysis, reflection, and research.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	6.W.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 / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	CCRA.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / BENCHMARK	CCRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT		College and Career Readiness Anchor Standards for Language
STANDARD / PROFICIENCY		
		Knowledge of Language
PROFICIENCY BENCHMARK /	CCRA.L.3	Knowledge of Language  Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
BENCHMARK I STRAND		Apply knowledge of language to understand how language functions in different contexts, to make effective choices
BENCHMARK I STRAND  EXPECTATION / BENCHMARK  STANDARD / CONTENT		Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
PROFICIENCY  BENCHMARK / STRAND  EXPECTATION / BENCHMARK  STANDARD / CONTENT AREA  CONTENT STANDARD /		Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.  Oregon English Language Arts and Literacy Standards
BENCHMARK / STRAND  EXPECTATION / BENCHMARK  STANDARD / CONTENT AREA  CONTENT STANDARD / PROFICIENCY  BENCHMARK /		Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.  Oregon English Language Arts and Literacy Standards  College and Career Readiness Anchor Standards for Language
EXPECTATION / BENCHMARK / STRAND  EXPECTATION / BENCHMARK  STANDARD / CONTENT AREA  CONTENT STANDARD / PROFICIENCY  BENCHMARK / STRAND	CCRA.L.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.  Oregon English Language Arts and Literacy Standards  College and Career Readiness Anchor Standards for Language  Vocabulary Acquisition and Use  Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues,

CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	6.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	6.L.1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	6.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	6.L.2b.	Spell correctly.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Knowledge of Language
EXPECTATION / BENCHMARK	6.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	6.L.3a.	Vary sentence patterns for meaning, reader/listener interest, and style.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	6.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	6.L.4a.	Use context as a clue to the meaning of a word or phrase.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Speaking and Listening

BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	CCRA.SL .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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Speaking and Listening
BENCHMARK / STRAND		Presentation of Knowledge and Ideas
EXPECTATION / BENCHMARK	CCRA.SL .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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	6.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	6.SL.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	6.SL.1b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
EXPECTATION	6.SL.1c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Presentation of Knowledge and Ideas
EXPECTATION / BENCHMARK	6.SL.4.	Present claims and/or 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.
EXPECTATION / BENCHMARK	6.SL.6.	Adapt speech to a variety of contexts and tasks, demonstrating command of 6th grade level language conventions when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)
STANDARD / CONTENT AREA		Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	6- 8.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONTENT AREA		Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Research to Build and Present Knowledge
EXPECTATION / BENCHMARK	6- 8.WHST.9.	Draw evidence from informational texts to support analysis, reflection, and research.
STANDARD / CONTENT AREA		Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	6- 8.WHST.1 0.	Write routinely over extended time frames (time for 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.
		UNIT 2: WRITING FROM NOTES Week 3 Page 27-36
		Oregon Academic Content Standards  Language Arts
STANDARD / CONTENT AREA		Grade 6 - Adopted: 2019/Effective 2021  Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	CCRA.R.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / BENCHMARK	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

EXPECTATION / CCRA.R. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

BENCHMARK

<b>STANDARD</b>	
CONTENT	
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AREA		
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION / BENCHMARK	CCRA.R. 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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity
EXPECTATION / BENCHMARK	CCRA.R.	Read and comprehend complex literary and informational texts independently and proficiently.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	6.RL.1.	Analyze what the text says explicitly as well as inferentially; cite textual evidence to support the analysis.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	6.RL.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text

BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	6.RI.1.	Analyze what the text says explicitly as well as inferentially; cite textual evidence to support the analysis.
EXPECTATION / BENCHMARK	6.RI.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
EXPECTATION / BENCHMARK	6.RI.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	6.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
EXPECTATION / BENCHMARK	6.RI.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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Integration of Knowledge and Ideas
EXPECTATION / BENCHMARK	6.RI.7.	Integrate information presented in different media or formats as well as in words to develop a coherent understanding of a topic or issue.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	CCRA.W. 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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing

BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
EXPECTATION / BENCHMARK	CCRA.W.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Research to Build and Present Knowledge
EXPECTATION / BENCHMARK	CCRA.W. 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.
EXPECTATION / BENCHMARK	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	CCRA.W.	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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	6.W.1.	Write arguments to support claims with clear reasons and relevant evidence.
EXPECTATION	6.W.1d.	Establish and maintain an appropriate style for content, purpose, and audience.
		Oregon English Language Arts and Literacy Standards

CONTENT ST ANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	6.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	6.W.2a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful in aiding comprehension.
EXPECTATION	6.W.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	6.W.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	6.W.2e.	Establish and maintain an appropriate style for content, purpose, and audience.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	6.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
EXPECTATION	6.W.3d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	6.W.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.)
EXPECTATION / BENCHMARK	6.W.5.	With some guidance and support, 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.)
EXPECTATION / BENCHMARK	6.W.6.	Use technology, including the Internet, to produce and publish writing and to link to and cite sources, as well as to interact and collaborate with others.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Research to Build and Present Knowledge
EXPECTATION / BENCHMARK	6.W.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.
EXPECTATION / BENCHMARK	6.W.9.	Draw and cite evidence from literary or informational texts to support analysis, reflection, and research.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	6.W.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 / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	CCRA.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / BENCHMARK	CCRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Knowledge of Language
EXPECTATION / BENCHMARK	CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language

BENCHMARK /		Vocabulary Acquisition and Use
STRAND		
EXPECTATION / BENCHMARK	CCRA.L.	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.
EXPECTATION / BENCHMARK	CCRA.L.	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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	6.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	6.L.1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	6.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	6.L.2b.	Spell correctly.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Knowledge of Language
EXPECTATION / BENCHMARK	6.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	6.L.3a.	Vary sentence patterns for meaning, reader/listener interest, and style.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language

BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	6.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	6.L.4a.	Use context as a clue to the meaning of a word or phrase.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	CCRA.SL .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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Speaking and Listening
BENCHMARK / STRAND		Presentation of Knowledge and Ideas
EXPECTATION / BENCHMARK	CCRA.SL .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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECT ATION / BENCHMARK	6.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	6.SL.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	6.SL.1b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
EXPECTATION	6.SL.1c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Speaking and Listening

BENCHMARK / STRAND		Presentation of Knowledge and Ideas
EXPECTATION / BENCHMARK	6.SL.4.	Present claims and/or 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.
EXPECTATION / BENCHMARK	6.SL.6.	Adapt speech to a variety of contexts and tasks, demonstrating command of 6th grade level language conventions when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)
STANDARD / CONTENT AREA		Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	6- 8.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONTENT AREA		Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Research to Build and Present Knowledge
EXPECTATION / BENCHMARK	6- 8.WHST.9.	Draw evidence from informational texts to support analysis, reflection, and research.
STANDARD / CONTENT AREA		Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	6- 8.WHST.1 0.	Write routinely over extended time frames (time for 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.
		UNIT 3: RETELLING NARRATIVE STORIES Week 4 Page 37-44
		Oregon Academic Content Standards

Oregon Academic Content Standards

Language Arts

Crode 6 Adopted: 2010/Effective 2021

Grade 6 - Adopted: 2019/Effective 2021

STANDARD / CONTENT AREA

CONTENT STANDARD / PROFICIENCY	College and Career Readiness Anchor Standards for Reading
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BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	CCRA.R.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / BENCHMARK	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / BENCHMARK	CCRA.R.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity
EXPECTATION / BENCHMARK	CCRA.R.	Read and comprehend complex literary and informational texts independently and proficiently.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	6.RL.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
EXPECTATION / BENCHMARK	6.RL.3.	Describe how a particular literary text's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Literature

BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	6.RL.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.
EXPECTATION / BENCHMARK	6.RL.6.	Explain how an author develops the point of view or perspective of the narrator or speaker in a text.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity
EXPECTATION / BENCHMARK	6.RL.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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	CCRA.W.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
EXPECTATION / BENCHMARK	CCRA.W.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing

BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	CCRA.W.	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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	6.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	6.W.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	6.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
EXPECTATION	6.W.3a.	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
EXPECTATION	6.W.3b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
EXPECTATION	6.W.3d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
EXPECTATION	6.W.3e.	Provide a conclusion that follows from the narrated experiences or events.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	6.W.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.)
EXPECTATION / BENCHMARK	6.W.5.	With some guidance and support, 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.)

6.W.6.	Use technology, including the Internet, to produce and publish writing and to link to and cite sources, as well as to interact and collaborate with others.
	Oregon English Language Arts and Literacy Standards
	Writing
	Research to Build and Present Knowledge
6.W.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.
	Oregon English Language Arts and Literacy Standards
	Writing
	Range of Writing
6.W.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.
	Oregon English Language Arts and Literacy Standards
	Oregon English Language Arts and Literacy Standards
	Oregon English Language Arts and Literacy Standards  College and Career Readiness Anchor Standards for Language
CCRA.L.1	Oregon English Language Arts and Literacy Standards  College and Career Readiness Anchor Standards for Language  Conventions of Standard English
CCRA.L.1 . CCRA.L.2	Oregon English Language Arts and Literacy Standards  College and Career Readiness Anchor Standards for Language  Conventions of Standard English  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCRA.L.1 . CCRA.L.2	Oregon English Language Arts and Literacy Standards  College and Career Readiness Anchor Standards for Language  Conventions of Standard English  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCRA.L.1 . CCRA.L.2	Oregon English Language Arts and Literacy Standards  College and Career Readiness Anchor Standards for Language  Conventions of Standard English  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  Oregon English Language Arts and Literacy Standards
	6.W.8.

## STANDARD / CONTENT AREA

# Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	CCRA.L. 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.
EXPECTATION / BENCHMARK	CCRA.L.	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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	6.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	6.L.1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	6.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	6.L.2b.	Spell correctly.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	6.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
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EXPECTATION 6.L.4a. Use context as a clue to the meaning of a word or phrase.

<b>STANDARD</b>	
CONTENT	
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BENCHMARK

# PD / Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	CCRA.SL .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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Speaking and Listening
BENCHMARK / STRAND		Presentation of Knowledge and Ideas
EXPECTATION / BENCHMARK	CCRA.SL	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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	6.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	6.SL.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	6.SL.1b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
EXPECTATION	6.SL.1c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Presentation of Knowledge and Ideas
EXPECTATION /	6.SL.4.	Present claims and/or 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.

EXPECTATION / BENCHMARK	6.SL.6.	Adapt speech to a variety of contexts and tasks, demonstrating command of 6th grade level language conventions when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)
STANDARD / CONTENT AREA		Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	6- 8.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONTENT AREA		Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	6- 8.WHST.1 0.	Write routinely over extended time frames (time for 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.
		UNIT 3: RETELLING NARRATIVE STORIES Week 5 Page 45-52
		Oregon Academic Content Standards
		Language Arts
		Grade 6 - Adopted: 2019/Effective 2021
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	CCRA.R.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / BENCHMARK	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / BENCHMARK	CCRA.R.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

STANDARD /	Oregon English Language Arts and Literacy Standards
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AREA	

CONTENT College and Care STANDARD / PROFICIENCY	eer Readiness Anchor Standards for Reading
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BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity
EXPECTATION / BENCHMARK	CCRA.R.	Read and comprehend complex literary and informational texts independently and proficiently.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	6.RL.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
EXPECTATION / BENCHMARK	6.RL.3.	Describe how a particular literary text's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	6.RL.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.
EXPECTATION / BENCHMARK	6.RL.6.	Explain how an author develops the point of view or perspective of the narrator or speaker in a text.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity

EXPECTATION / BENCHMARK	6.RL.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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	CCRA.W.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
EXPECTATION / BENCHMARK	CCRA.W.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	CCRA.W.	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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	6.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

EXPECTATION	6.W.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	6.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
EXPECTATION	6.W.3a.	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
EXPECTATION	6.W.3b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
EXPECTATION	6.W.3d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
EXPECTATION	6.W.3e.	Provide a conclusion that follows from the narrated experiences or events.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
STANDARD /		Writing  Production and Distribution of Writing
STANDARD / PROFICIENCY BENCHMARK /	6.W.4.	
ST ANDARD / PROFICIENCY  BENCHMARK / ST RAND  EXPECTATION /	6.W.4. 6.W.5.	Production and Distribution of Writing  Produce clear and coherent writing in which the development, organization, and style are appropriate to task,
ST ANDARD / PROFICIENCY  BENCHMARK / ST RAND  EXPECTATION / BENCHMARK  EXPECTATION /		Production and Distribution of Writing  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, 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
ST ANDARD / PROFICIENCY  BENCHMARK / ST RAND  EXPECTATION / BENCHMARK  EXPECTATION / BENCHMARK	6.W.5.	Production and Distribution of Writing  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, 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 and to link to and cite sources, as well as to
STANDARD / PROFICIENCY  BENCHMARK / STRAND  EXPECTATION / BENCHMARK  EXPECTATION / BENCHMARK  EXPECTATION / BENCHMARK  EXPECTATION / BENCHMARK	6.W.5.	Production and Distribution of Writing  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, 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 and to link to and cite sources, as well as to interact and collaborate with others.
STANDARD / PROFICIENCY  BENCHMARK / STRAND  EXPECTATION / BENCHMARK  EXPECTATION / BENCHMARK  EXPECTATION / BENCHMARK  EXPECTATION / BENCHMARK  CONTENT AREA  CONTENT STANDARD /	6.W.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, 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 and to link to and cite sources, as well as to interact and collaborate with others.  Oregon English Language Arts and Literacy Standards

STANDARD	I
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AREA	

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	6.W.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 / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	CCRA.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / BENCHMARK	CCRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Knowledge of Language
EXPECTATION / BENCHMARK	CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	CCRA.L.	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.
EXPECTATION / BENCHMARK	CCRA.L.	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.

<b>STANDARD</b>	I
CONTENT	
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CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	6.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	6.L.1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	6.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	6.L.2b.	Spell correctly.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT		Oregon English Language Arts and Literacy Standards  Language
CONTENT AREA CONTENT STANDARD /		
CONTENT AREA  CONTENT STANDARD / PROFICIENCY  BENCHMARK /	6.L.4.	Language
CONTENT AREA  CONTENT STANDARD / PROFICIENCY  BENCHMARK / STRAND  EXPECTATION	<b>6.L.4.</b> 6.L.4a.	Language  Vocabulary Acquisition and Use  Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade
CONTENT AREA  CONTENT STANDARD / PROFICIENCY  BENCHMARK / STRAND  EXPECTATION / BENCHMARK		Language  Vocabulary Acquisition and Use  Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
CONTENT AREA  CONTENT STANDARD / PROFICIENCY  BENCHMARK / STRAND  EXPECTATION / BENCHMARK  EXPECTATION  STANDARD / CONTENT		Language  Vocabulary Acquisition and Use  Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.  Use context as a clue to the meaning of a word or phrase.
CONTENT AREA  CONTENT STANDARD / PROFICIENCY  BENCHMARK / STRAND  EXPECTATION / BENCHMARK  EXPECTATION  STANDARD / CONTENT AREA  CONTENT STANDARD /		Language  Vocabulary Acquisition and Use  Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.  Use context as a clue to the meaning of a word or phrase.  Oregon English Language Arts and Literacy Standards

STANDARD / CONTENT AREA

CONTENT STANDARD /		College and Career Readiness Anchor Standards for Speaking and Listening
PROFICIENCY		
BENCHMARK / STRAND		Presentation of Knowledge and Ideas
EXPECTATION / BENCHMARK	CCRA.SL .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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	6.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	6.SL.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	6.SL.1b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
EXPECTATION	6.SL.1c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Presentation of Knowledge and Ideas
EXPECTATION / BENCHMARK	6.SL.4.	Present claims and/or 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.
EXPECTATION / BENCHMARK	6.SL.6.	Adapt speech to a variety of contexts and tasks, demonstrating command of 6th grade level language conventions when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)
STANDARD / CONTENT AREA		Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	6- 8.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

#### Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	6- 8.WHST.1 0.	Write routinely over extended time frames (time for 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.

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

## Oregon Academic Content Standards Language Arts

Grade 6 - Adopted: 2019/Effective 2021

#### STANDARD / CONTENT AREA

CONTENT STANDARD / PROFICIENCY

STRAND

BENCHMARK /

#### Oregon English Language Arts and Literacy Standards

AREA		
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	CCRA.R.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / BENCHMARK	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / BENCHMARK	CCRA.R.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards

College and Career Readiness Anchor Standards for Reading

Range of Reading and Level of Text Complexity

EXPECTATION / BENCHMARK	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	6.RL.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
EXPECTATION / BENCHMARK	6.RL.3.	Describe how a particular literary text's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	6.RL.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.
EXPECTATION / BENCHMARK	6.RL.6.	Explain how an author develops the point of view or perspective of the narrator or speaker in a text.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity
EXPECTATION / BENCHMARK	6.RL.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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	CCRA.W.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

### STANDARD /

#### Oregon English Language Arts and Literacy Standards

CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
EXPECTATION / BENCHMARK	CCRA.W.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	CCRA.W. 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.
STANDARD /		Oregon English Language Arts and Literacy Standards

### CONTENT AREA

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

# STANDARD / CONTENT AREA

#### Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	6.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
EXPECTATION	6.W.3a.	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an

event sequence that unfolds naturally and logically.

EXPECTATION	6.W.3b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
EXPECTATION	6.W.3d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
EXPECTATION	6.W.3e.	Provide a conclusion that follows from the narrated experiences or events.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	6.W.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.)
EXPECTATION / BENCHMARK	6.W.5.	With some guidance and support, 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.)
EXPECTATION / BENCHMARK	6.W.6.	Use technology, including the Internet, to produce and publish writing and to link to and cite sources, as well as to interact and collaborate with others.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Research to Build and Present Knowledge
EXPECTATION / BENCHMARK	6.W.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 / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
STANDARD /		Writing  Range of Writing
ST ANDARD / PROFICIENCY BENCHMARK /	6.W.10.	

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	CCRA.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / BENCHMARK	CCRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Knowledge of Language
EXPECTATION / BENCHMARK	CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	CCRA.L.	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.
EXPECTATION / BENCHMARK	CCRA.L.	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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	6.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	6.L.1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	6.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	6.L.2b.	Spell correctly.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	6.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	6.L.4a.	Use context as a clue to the meaning of a word or phrase.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	CCRA.SL .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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Speaking and Listening
BENCHMARK / STRAND		Presentation of Knowledge and Ideas
EXPECTATION / BENCHMARK	CCRA.SL .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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration

EXPECTATION / BENCHMARK	6.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	6.SL.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	6.SL.1b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
EXPECTATION	6.SL.1c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Presentation of Knowledge and Ideas
EXPECTATION / BENCHMARK	6.SL.4.	Present claims and/or 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.
EXPECTATION / BENCHMARK	6.SL.6.	Adapt speech to a variety of contexts and tasks, demonstrating command of 6th grade level language conventions when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)
STANDARD / CONTENT AREA		Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	6- 8.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONTENT AREA		Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	6- 8.WHST.1 0.	Write routinely over extended time frames (time for 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.

EXPECTATION / 6.RL.1.

BENCHMARK

#### Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	CCRA.R. 1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / BENCHMARK	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / BENCHMARK	CCRA.R.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION / BENCHMARK	CCRA.R. 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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity
EXPECTATION / BENCHMARK	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Key Ideas and Details

Analyze what the text says explicitly as well as inferentially; cite textual evidence to support the analysis.

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understanding of a topic or issue.

CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	6.RL.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	6.RI.1.	Analyze what the text says explicitly as well as inferentially; cite textual evidence to support the analysis.
EXPECTATION / BENCHMARK	6.RI.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
EXPECTATION / BENCHMARK	6.RI.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	6.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
EXPECTATION / BENCHMARK	6.RI.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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Integration of Knowledge and Ideas
EXPECTATION /	6.RI.7.	Integrate information presented in different media or formats as well as in words to develop a coherent

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#### Oregon English Language Arts and Literacy Standards

AREA		
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	CCRA.W.	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 / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
EXPECTATION / BENCHMARK	CCRA.W.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Research to Build and Present Knowledge
EXPECTATION / BENCHMARK	CCRA.W. 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.
EXPECTATION / BENCHMARK	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Range of Writing

EXPECTATION / CCRA.W. 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.

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CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	6.W.1.	Write arguments to support claims with clear reasons and relevant evidence.
EXPECTATION	6.W.1d.	Establish and maintain an appropriate style for content, purpose, and audience.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	6.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	6.W.2a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful in aiding comprehension.
EXPECTATION	6.W.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	6.W.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	6.W.2e.	Establish and maintain an appropriate style for content, purpose, and audience.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	6.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
EXPECTATION	6.W.3d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK /		Production and Distribution of Writing

EXPECTATION / BENCHMARK	6.W.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.)
EXPECTATION / BENCHMARK	6.W.5.	With some guidance and support, 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.)
EXPECTATION / BENCHMARK	6.W.6.	Use technology, including the Internet, to produce and publish writing and to link to and cite sources, as well as to interact and collaborate with others.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Research to Build and Present Knowledge
EXPECTATION / BENCHMARK	6.W.7.	Conduct short research projects to answer a question, drawing on several sources, and refocusing the inquiry when appropriate.
EXPECTATION / BENCHMARK	6.W.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.
EXPECTATION / BENCHMARK	6.W.9.	Draw and cite evidence from literary or informational texts to support analysis, reflection, and research.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	6.W.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 / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	CCRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CONTENT		College and Career Readiness Anchor Standards for Language
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BENCHMARK / STRAND		Knowledge of Language
EXPECTATION / BENCHMARK	CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	CCRA.L.	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.
EXPECTATION / BENCHMARK	CCRA.L.	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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	6.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	6.L.1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
		Demonstrate command of the conventions of standard English capitalization, punctuation, and
EXPECTATION / BENCHMARK	6.L.2.	spelling when writing.
	6.L.2b.	

CONTENT ST ANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Knowledge of Language
EXPECTATION / BENCHMARK	6.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	6.L.3a.	Vary sentence patterns for meaning, reader/listener interest, and style.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	6.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	6.L.4a.	Use context as a clue to the meaning of a word or phrase.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	CCRA.SL .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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	6.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	6.SL.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	6.SL.1b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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EXPECTATION 6.SL.1c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic,

text, or issue under discussion.

#### Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects

CONTENT STANDARD / PROFICIENCY	Writing
BENCHMARK / STRAND	Production and Distribution of Writing

EXPECTATION / 6-BENCHMARK

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, 8.WHST.4. purpose, and audience.

#### STANDARD / CONTENT AREA

#### Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	6- 8.WHST.1 0.	Write routinely over extended time frames (time for 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.

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

### Oregon Academic Content Standards Language Arts

Grade 6 - Adopted: 2019/Effective 2021

#### STANDARD / CONTENT **AREA**

#### Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	CCRA.R.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / BENCHMARK	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / BENCHMARK	CCRA.R.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

#### STANDARD / CONTENT **AREA**

CONTENT STANDARD / PROFICIENCY	College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND	Craft and Structure

EXPECTATION / BENCHMARK	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION / BENCHMARK	CCRA.R. 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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity
EXPECTATION / BENCHMARK	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	6.RL.1.	Analyze what the text says explicitly as well as inferentially; cite textual evidence to support the analysis.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	6.RL.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	6.RI.1.	Analyze what the text says explicitly as well as inferentially; cite textual evidence to support the analysis.
EXPECTATION / BENCHMARK	6.RI.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

EXPECTATION / BENCHMARK	6.RI.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	6.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
EXPECTATION / BENCHMARK	6.RI.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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Integration of Knowledge and Ideas
EXPECTATION / BENCHMARK	6.RI.7.	Integrate information presented in different media or formats as well as in words to develop a coherent understanding of a topic or issue.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	CCRA.W.	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 / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

EXPECTATION / BENCHMARK	CCRA.W.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Research to Build and Present Knowledge
EXPECTATION / BENCHMARK	CCRA.W. 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.
EXPECTATION / BENCHMARK	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	CCRA.W.	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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	6.W.1.	Write arguments to support claims with clear reasons and relevant evidence.
EXPECTATION	6.W.1d.	Establish and maintain an appropriate style for content, purpose, and audience.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION	6.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information

EXPECTATION	6.W.2a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful in aiding comprehension.
EXPECTATION	6.W.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	6.W.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	6.W.2e.	Establish and maintain an appropriate style for content, purpose, and audience.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	6.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
EXPECTATION	6.W.3d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT		Writing
STANDARD / PROFICIENCY		
		Production and Distribution of Writing
PROFICIENCY BENCHMARK /	6.W.4.	Production and Distribution of Writing  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 / STRAND	6.W.4. 6.W.5.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task,
BENCHMARK / STRAND  EXPECTATION / BENCHMARK  EXPECTATION /		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, 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
BENCHMARK / STRAND  EXPECTATION / BENCHMARK  EXPECTATION / BENCHMARK	6.W.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, 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 and to link to and cite sources, as well as to
BENCHMARK / STRAND  EXPECTATION / BENCHMARK  EXPECTATION / BENCHMARK  EXPECTATION / BENCHMARK  EXPECTATION / BENCHMARK	6.W.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, 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 and to link to and cite sources, as well as to interact and collaborate with others.
EXPECTATION / BENCHMARK  CONTENT AREA  CONTENT STANDARD /	6.W.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, 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 and to link to and cite sources, as well as to interact and collaborate with others.  Oregon English Language Arts and Literacy Standards
EXPECTATION / BENCHMARK / STRAND  EXPECTATION / BENCHMARK  EXPECTATION / BENCHMARK  EXPECTATION / BENCHMARK  STANDARD / CONTENT AREA  CONTENT STANDARD / PROFICIENCY  BENCHMARK /	6.W.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, 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 and to link to and cite sources, as well as to interact and collaborate with others.  Oregon English Language Arts and Literacy Standards  Writing

EXPECTATION / BENCHMARK	6.W.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.
EXPECTATION / BENCHMARK	6.W.9.	Draw and cite evidence from literary or informational texts to support analysis, reflection, and research.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	6.W.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 / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	CCRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Knowledge of Language
EXPECTATION / BENCHMARK	CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	CCRA.L.	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.

EXPECTATION / CCRAL. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, within, speaking, and issuining at the college and career readiness level demonstrate independence in gathering and uniform term important to comprehension or expression.  ST ANDARD / CONTENT ST ANDARD / CONTENT			
CONTENT STANDARD / PROFICIENCY BENCHMARK / Conventions of Standard English EXPECTATION 6.L.1. Demonstrate command of the conventions of standard English grammar and usage when writing or Jeach China Strandard English in their num and others' writing and speaking, and identify and use strategies to improve expression in conventional language.  STANDARD / CONTENT STANDARD / PROFICIENCY BENCHMARK / BENCHMARK / BENCHMARK / STRAND CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND CONTENT STANDARD / PROFICIENCY STANDARD / PROFICIENCY  STANDARD / PROFICIENCY  STANDARD / PROFICIENCY  STANDARD / PROFICIENCY  STANDARD / PROFICIENCY  BENCHMARK / STRAND CONTENT STANDARD / PROFICIENCY  STANDARD / PROFICIENCY  BENCHMARK / STRAND CONTENT STANDARD / PROFICIENCY  BENCHMARK / STRAND CONTENT STANDARD / PROFICIENCY  BENCHMARK / CONTENT STANDARD / PROFICIENCY  CONTENT STANDARD / PROFICIENCY  BENCHMARK / CONTENT STANDARD / PROFICIENCY  CONTENT STANDARD / PROFICIENCY  BENCHMARK / CONTENT STANDARD / CONTENT STANDARD / PROFICIENCY  CONTENT STANDARD / CONTENT STANDARD / PROFICIENCY  CONTENT STANDARD / CONTENT STANDARD / PROFICIENCY  CONTENT STANDARD / CONTENT ST			reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in
BENCHMARK / Conventions of Standard English  EXPECTATION 6.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  EXPECTATION 6.1.1. Proceedings of Standard English in their own and others' writing and speaking, and identify and use stategies to improve expression in conventional language.  STANDARD / CONTENT STANDARD / PROFICIENCY  BENCHMARK / Conventions of Standard English  EXPECTATION 6.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and speaking when writing.  EXPECTATION 6.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and speaking when writing.  EXPECTATION 6.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and speaking when writing.  EXPECTATION 6.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and speaking when writing.  EXPECTATION 6.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and speaking when writing.  EXPECTATION 6.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and speaking speaking and content of the conventions of standard English capitalization, punctuation, and speaking speaking and content of the conventions of standard English capitalization, punctuation, and speaking and content of the conventions when writing, speaking, reading, or listening.  EXPECTATION 6.1.3. Use knowledge of Language and its conventions when writing, speaking, reading, or listening.  EXPECTATION 6.1.3. Vary sentence patients for meaning, reader/listener interest, and style.  STANDARD / Oregon English Language Arts and Literacy Standards  CONTENT STANDARD / Oregon English Language Arts and Literacy Standards  CONTENT STANDARD / Oregon English Language Arts and Literacy Standards  CONTENT STANDARD / Oregon English Language Arts and Literacy Standards  CONTENT STANDARD / Oregon English Language Arts	CONTENT		Oregon English Language Arts and Literacy Standards
EXPECTATION 6.L.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  EXPECTATION 6.L.1. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.  ST ANDARD / CONTENT AREA  CONTENT ST ANDARD / PROFICIENCY  BENCHMARK / Conventions of Standard English  EXPECTATION 6.L.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  EXPECTATION 6.L.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  EXPECTATION 6.L.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  EXPECTATION 6.L.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  EXPECTATION 6.L.2. Spell correctly.  CONTENT STANDARD / CONTENT STANDARD / PROFICIENCY  EXPECTATION 6.L.3. Use knowledge of Language and its conventions when writing, speaking, reading, or listening. / PROFICIENCY  EXPECTATION 6.L.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. / PROFICIENCY  EXPECTATION 6.L.3. Use knowledge of Language Arts and Literacy Standards  CONTENT STANDARD / Oregon English Language Arts and Literacy Standards  CONTENT STANDARD / Oregon English Language Arts and Literacy Standards  CONTENT STANDARD / PROFICIENCY  BENCHMARK / STRAND / Vocabulary Acquisition and Use  EXPECTATION 6.L.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grad-of BENCHMARK / B	STANDARD /		Language
SENCHMARK   Speaking.			Conventions of Standard English
STANDARD / Oregon English Language Arts and Literacy Standards AREA  CONTENT STANDARD / PROFICIENCY BENCHMARK / STANDARD / STANDARD /		6.L.1.	
CONTENT STANDARD / PROFICIENCY  BENCHMARK / STRAND  Conventions of Standard English  Conventions of Standard English  EXPECTATION 6.L.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  EXPECTATION 6.L.2b. Spell correctly.  STANDARD / CONTENT STANDARD / STANDARD / PROFICIENCY  BENCHMARK / STRAND  Knowledge of Language  EXPECTATION 6.L.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.  EXPECTATION 6.L.3. Vary sentence patterns for meaning, reader/listener interest, and style.  STANDARD / CONTENT STANDARD / STRAND  CORGON English Language Arts and Literacy Standards  CONTENT STANDARD / CONTENT AREA  CONTENT STANDARD / CONTENT AREA  CONTENT STANDARD / CONTENT STANDARD / STRAND  CORGON English Language Arts and Literacy Standards  CONTENT STANDARD / STRAND  CONTENT STRAND  CONTEN	EXPECTATION	6.L.1e.	
STANDARD / PROFICIENCY  BENCHMARK / STRAND  EXPECTATION 6.L.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  EXPECTATION 6.L.2b. Spell correctly.  STANDARD / CONTENT AREA  CONTENT STANDARD / PROFICIENCY  BENCHMARK / STRAND  EXPECTATION 6.L.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.  EXPECTATION 6.L.3. Vary sentence patterns for meaning, reader/listener interest, and style.  STANDARD / CONTENT STANDARD / PROFICIENCY  EXPECTATION 6.L.3. Vary sentence patterns for meaning, reader/listener interest, and style.  STANDARD / CONTENT STANDARD / PROFICIENCY  BENCHMARK / STRAND  Language  EXPECTATION 6.L.3. Vary sentence patterns for meaning, reader/listener interest, and style.  STANDARD / CONTENT STANDARD / PROFICIENCY  BENCHMARK / STRAND  Language  EXPECTATION 6.L.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grad-feeding and content, choosing flexibly from a range of strategies.	CONTENT		Oregon English Language Arts and Literacy Standards
EXPECTATION 6.L.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  EXPECTATION 6.L.2b. Spell correctly.  STANDARD / CONTENT AREA  CONTENT STANDARD / PROFICIENCY  BENCHMARK / STRAND  EXPECTATION 6.L.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.  EXPECTATION 6.L.3. Vary sentence patterns for meaning, reader/listener interest, and style.  STANDARD / CONTENT AREA  CONTENT ARE	STANDARD /		Language
SPENCHMARK   Spelling when writing.			Conventions of Standard English
STANDARD / CONTENT AREA  CONTENT AREA  Language  Language  Knowledge of Language  EXPECTATION / BENCHMARK / BENCHMARK  Oregon English Language and its conventions when writing, speaking, reading, or listening.  EXPECTATION / BENCHMARK  Oregon English Language and its conventions when writing, speaking, reading, or listening.  EXPECTATION  CONTENT AREA  Oregon English Language Arts and Literacy Standards  CONTENT STANDARD / PROFICIENCY  BENCHMARK / STRAND  Vocabulary Acquisition and Use  EXPECTATION  CONTENT STANDARD / PROFICIENCY  BENCHMARK / STRAND  Oregon English Language Arts and Literacy Standards  CONTENT STANDARD / PROFICIENCY  BENCHMARK / STRAND  Oregon English Language Arts and Literacy Standards  CONTENT STANDARD / PROFICIENCY  BENCHMARK / STRAND  Oregon English Language Arts and Literacy Standards  CONTENT STANDARD / PROFICIENCY  BENCHMARK / STRAND  Oregon English Language Arts and Literacy Standards  CONTENT STANDARD / PROFICIENCY  BENCHMARK / STRAND  Oregon English Language Arts and Literacy Standards  CONTENT STANDARD / PROFICIENCY  BENCHMARK / STRAND  Oregon English Language Arts and Literacy Standards  CONTENT STANDARD / PROFICIENCY  BENCHMARK / STRAND  Oregon English Language Arts and Literacy Standards  CONTENT STANDARD / PROFICIENCY  BENCHMARK / STRAND  ORGANIZATION OF THE ART OF T		6.L.2.	
CONTENT STANDARD / PROFICIENCY  BENCHMARK / STRAND  EXPECTATION / BENCHMARK / STANDARD / PROFICIENCY  BENCHMARK / STRAND  EXPECTATION 6.L.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.  EXPECTATION 6.L.3a. Vary sentence patterns for meaning, reader/listener interest, and style.  STANDARD / CONTENT AREA  CONTENT AREA  CONTENT STANDARD / PROFICIENCY  BENCHMARK / STRAND  Vocabulary Acquisition and Use  EXPECTATION 6.L.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade freading and content, choosing flexibly from a range of strategies.	EXPECTATION	6.L.2b.	Spell correctly.
STANDARD / PROFICIENCY  BENCHMARK / STRAND  EXPECTATION / BENCHMARK  EXPECTATION 6.L.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.  EXPECTATION 6.L.3a. Vary sentence patterns for meaning, reader/listener interest, and style.  STANDARD / CONTENT AREA  CONTENT AREA  CONTENT STANDARD / PROFICIENCY  BENCHMARK / STRAND  Vocabulary Acquisition and Use  EXPECTATION 6.L.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade freading and content, choosing flexibly from a range of strategies.	CONTENT		Oregon English Language Arts and Literacy Standards
EXPECTATION 6.L.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.  EXPECTATION 6.L.3a. Vary sentence patterns for meaning, reader/listener interest, and style.  STANDARD / CONTENT AREA  CONTENT STANDARD / PROFICIENCY  BENCHMARK / STRAND  EXPECTATION 6.L.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.	STANDARD /		Language
EXPECTATION   6.L.3a.   Vary sentence patterns for meaning, reader/listener interest, and style.			Knowledge of Language
STANDARD / CONTENT AREA  CONTENT Language  Language  Language  Language  Vocabulary Acquisition and Use  EXPECTATION / BENCHMARK / BENCHMARK  Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.		6.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CONTENT STANDARD / PROFICIENCY  BENCHMARK / STRAND  Vocabulary Acquisition and Use  EXPECTATION / BENCHMARK  BENCHMARK  CONTENT STRAND  Vocabulary Acquisition and Use  EXPECTATION / BENCHMARK  6 reading and content, choosing flexibly from a range of strategies.	EXPECTATION	6.L.3a.	Vary sentence patterns for meaning, reader/listener interest, and style.
BENCHMARK / STRAND  EXPECTATION / BENCHMARK  BENCHMARK    Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.	CONTENT		Oregon English Language Arts and Literacy Standards
EXPECTATION / BENCHMARK  Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.	STANDARD /		Language
/ BENCHMARK 6 reading and content, choosing flexibly from a range of strategies.			Vocabulary Acquisition and Use
EXPECTATION 6.L.4a. Use context as a clue to the meaning of a word or phrase.		6.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
	EXPECTATION	6.L.4a.	Use context as a clue to the meaning of a word or phrase.

#### Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	CCRA.SL .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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	6.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	6.SL.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	6.SL.1b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
EXPECTATION	6.SL.1c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
STANDARD / CONTENT AREA		Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	6- 8.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONTENT AREA		Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Range of Writing

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or

BENCHMARK 8.WHST.1 a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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EXPECTATION / 6-

#### Oregon Academic Content Standards Language Arts

Grade 6 - Adopted: 2019/Effective 2021

STANDARD	I
CONTENT	
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CONTENT STANDARD / PROFICIENCY

Reading Literature

AREA		
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	CCRA.R.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / BENCHMARK	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / BENCHMARK	CCRA.R.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION / BENCHMARK	CCRA.R. 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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity
EXPECTATION / BENCHMARK	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards

BENCHMARK /		Key Ideas and Details
STRAND		Troy rubus and Botans
EXPECTATION / BENCHMARK	6.RL.1.	Analyze what the text says explicitly as well as inferentially; cite textual evidence to support the analysis.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	6.RL.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	6.RI.1.	Analyze what the text says explicitly as well as inferentially; cite textual evidence to support the analysis.
EXPECTATION / BENCHMARK	6.RI.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
EXPECTATION / BENCHMARK	6.RI.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	6.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
EXPECTATION / BENCHMARK	6.RI.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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Integration of Knowledge and Ideas
EXPECTATION / BENCHMARK	6.RI.7.	Integrate information presented in different media or formats as well as in words to develop a coherent understanding of a topic or issue.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	CCRA.W. 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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
EXPECTATION / BENCHMARK	CCRA.W.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Research to Build and Present Knowledge
EXPECTATION / BENCHMARK	CCRA.W. 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.
EXPECTATION / BENCHMARK	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	CCRA.W.	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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	6.W.1.	Write arguments to support claims with clear reasons and relevant evidence.
EXPECTATION	6.W.1d.	Establish and maintain an appropriate style for content, purpose, and audience.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	6.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	6.W.2a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful in aiding comprehension.
EXPECTATION	6.W.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	6.W.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	6.W.2e.	Establish and maintain an appropriate style for content, purpose, and audience.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
		Write narratives to develop real or imagined experiences or events using effective technique, relevant
EXPECTATION / BENCHMARK	6.W.3.	descriptive details, and well-structured event sequences.

events.

<b>STANDARD</b>	I
CONTENT	
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CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	6.W.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.)
EXPECTATION / BENCHMARK	6.W.5.	With some guidance and support, 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.)
EXPECTATION / BENCHMARK	6.W.6.	Use technology, including the Internet, to produce and publish writing and to link to and cite sources, as well as to interact and collaborate with others.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Research to Build and Present Knowledge
EXPECTATION / BENCHMARK	6.W.7.	Conduct short research projects to answer a question, drawing on several sources, and refocusing the inquiry when appropriate.
EXPECTATION / BENCHMARK	6.W.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.
EXPECTATION / BENCHMARK	6.W.9.	Draw and cite evidence from literary or informational texts to support analysis, reflection, and research.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	6.W.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 / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language

BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	CCRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Knowledge of Language
EXPECTATION / BENCHMARK	CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	CCRA.L.	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.
EXPECTATION / BENCHMARK	CCRA.L.	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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	6.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	6.L.1c.	Recognize and correct inappropriate shifts in pronoun number and person.
EXPECTATION	6.L.1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language

BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	6.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	6.L.2b.	Spell correctly.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Knowledge of Language
EXPECTATION / BENCHMARK	6.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	6.L.3a.	Vary sentence patterns for meaning, reader/listener interest, and style.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	6.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	6.L.4a.	Use context as a clue to the meaning of a word or phrase.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	CCRA.SL .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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Speaking and Listening
		Comprehension and Collaboration
BENCHMARK / STRAND		
	6.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

EXPECTATION	6.SL.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	6.SL.1b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
EXPECTATION	6.SL.1c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
STANDARD / CONTENT AREA		Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK		Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONTENT AREA		Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK		Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting o a day or two) for a range of discipline-specific tasks, purposes, and audiences.
		UNIT 5: WRITING FROM PICTURES Week 10 Page 89-98
		Oregon Academic Content Standards
		Language Arts
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STANDARD
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Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	CCRA.R.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / BENCHMARK	CCRA.R. 3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

STANDARD / CONTENT AREA

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity
EXPECTATION / BENCHMARK	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	6.RL.1.	Analyze what the text says explicitly as well as inferentially; cite textual evidence to support the analysis.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	6.RL.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	6.RI.1.	Analyze what the text says explicitly as well as inferentially; cite textual evidence to support the analysis.

EXPECTATION / BENCHMARK	6.RI.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
EXPECTATION / BENCHMARK	6.RI.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	6.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Integration of Knowledge and Ideas
EXPECTATION / BENCHMARK	6.RI.7.	Integrate information presented in different media or formats as well as in words to develop a coherent understanding of a topic or issue.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	CCRA.W. 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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION /		Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK	4.	pulpose, and addience.

EXPECTATION / BENCHMARK	CCRA.W.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Research to Build and Present Knowledge
EXPECTATION / BENCHMARK	CCRA.W. 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.
EXPECTATION / BENCHMARK	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	CCRA.W.	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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT		
ST ANDARD / PROFICIENCY		Writing
		Writing  Text Types and Purposes
PROFICIENCY BENCHMARK /	6.W.1.	
BENCHMARK I STRAND	<b>6.W.1.</b> 6.W.1d.	Text Types and Purposes
BENCHMARK / STRAND EXPECTATION / BENCHMARK		Text Types and Purposes  Write arguments to support claims with clear reasons and relevant evidence.
PROFICIENCY  BENCHMARK / STRAND  EXPECTATION / BENCHMARK  EXPECTATION  STANDARD / CONTENT		Text Types and Purposes  Write arguments to support claims with clear reasons and relevant evidence.  Establish and maintain an appropriate style for content, purpose, and audience.
PROFICIENCY  BENCHMARK / STRAND  EXPECTATION / BENCHMARK  EXPECTATION  STANDARD / CONTENT AREA  CONTENT STANDARD /		Text Types and Purposes  Write arguments to support claims with clear reasons and relevant evidence.  Establish and maintain an appropriate style for content, purpose, and audience.  Oregon English Language Arts and Literacy Standards

EXPECTATION	6.W.2a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful in aiding comprehension.
EXPECTATION	6.W.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	6.W.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	6.W.2e.	Establish and maintain an appropriate style for content, purpose, and audience.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	6.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
EXPECTATION	6.W.3d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
STANDARD /		Oregon English Language Arts and Literacy Standards
AREA		
		Writing
CONTENT STANDARD /		Writing Production and Distribution of Writing
CONTENT STANDARD / PROFICIENCY	6.W.4.	
CONTENT STANDARD / PROFICIENCY  BENCHMARK / STRAND	6.W.4. 6.W.5.	Production and Distribution of Writing  Produce clear and coherent writing in which the development, organization, and style are appropriate to task,
CONTENT STANDARD / PROFICIENCY  BENCHMARK / STRAND  EXPECTATION / BENCHMARK		Production and Distribution of Writing  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, 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
CONTENT STANDARD / PROFICIENCY  BENCHMARK / STRAND  EXPECTATION / BENCHMARK  EXPECTATION / BENCHMARK	6.W.5.	Production and Distribution of Writing  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, 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 and to link to and cite sources, as well as to
CONTENT STANDARD / PROFICIENCY  BENCHMARK / STRAND  EXPECTATION / BENCHMARK  EXPECTATION / BENCHMARK  EXPECTATION / BENCHMARK  EXPECTATION / BENCHMARK	6.W.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, 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 and to link to and cite sources, as well as to interact and collaborate with others.
CONTENT STANDARD / PROFICIENCY  BENCHMARK / STRAND  EXPECTATION / BENCHMARK  EXPECTATION / BENCHMARK  EXPECTATION / BENCHMARK  CONTENT AREA  CONTENT STANDARD /	6.W.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, 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 and to link to and cite sources, as well as to interact and collaborate with others.  Oregon English Language Arts and Literacy Standards

EXPECTATION / BENCHMARK	6.W.9.	Draw and cite evidence from literary or informational texts to support analysis, reflection, and research.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	6.W.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 / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	CCRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Knowledge of Language
EXPECTATION / BENCHMARK	CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	CCRA.L. 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.
EXPECTATION / BENCHMARK	CCRA.L. 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.

<b>STANDARD</b>	I
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CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	6.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	6.L.1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	6.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	6.L.2b.	Spell correctly.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Knowledge of Language
EXPECTATION / BENCHMARK	6.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	6.L.3a.	Vary sentence patterns for meaning, reader/listener interest, and style.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	6.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	6.L.4a.	Use context as a clue to the meaning of a word or phrase.
EXPECTATION	6.L.4c.	Consult dictionaries, glossaries, thesauruses, and other reference materials, both print and digital, to find the

pronunciation of a word or determine or clarify its precise meaning or its part of speech.

CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	6.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	6.SL.1b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
STANDARD / CONTENT AREA		Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	6- 8.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONTENT AREA		Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	6- 8.WHST.1 0.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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# Oregon Academic Content Standards Language Arts

Grade 6 - Adopted: 2019/Effective 2021

#### STANDARD / CONTENT AREA

## Oregon English Language Arts and Literacy Standards

CONTENT ST ANDARD / PROFICIENCY	College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND	Key Ideas and Details

BENCHMARK 1.

EXPECTATION / CCRA.R. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

EXPECTATION / BENCHMARK	CCRA.R. 3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity
EXPECTATION / BENCHMARK	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	6.RL.1.	Analyze what the text says explicitly as well as inferentially; cite textual evidence to support the analysis.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	6.RL.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text

BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	6.RI.1.	Analyze what the text says explicitly as well as inferentially; cite textual evidence to support the analysis.
EXPECTATION / BENCHMARK	6.RI.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
EXPECTATION / BENCHMARK	6.RI.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD I PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	6.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Integration of Knowledge and Ideas
EXPECTATION / BENCHMARK	6.RI.7.	Integrate information presented in different media or formats as well as in words to develop a coherent understanding of a topic or issue.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	CCRA.W. 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.
EXPECTATION / BENCHMARK	CCRA.W.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
ST ANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD I PROFICIENCY		College and Career Readiness Anchor Standards for Writing

BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
EXPECTATION / BENCHMARK	CCRA.W.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Research to Build and Present Knowledge
EXPECTATION / BENCHMARK	CCRA.W. 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.
EXPECTATION / BENCHMARK	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT		Oregon English Language Arts and Literacy Standards  College and Career Readiness Anchor Standards for Writing
CONTENT AREA CONTENT STANDARD /		
CONTENT AREA CONTENT STANDARD / PROFICIENCY	CCRA.W.	College and Career Readiness Anchor Standards for Writing
CONTENT AREA  CONTENT STANDARD / PROFICIENCY  BENCHMARK / STRAND  EXPECTATION /		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
CONTENT AREA  CONTENT STANDARD / PROFICIENCY  BENCHMARK / STRAND  EXPECTATION / BENCHMARK  STANDARD / CONTENT		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) for a range of tasks, purposes, and audiences.
CONTENT AREA  CONTENT STANDARD / PROFICIENCY  BENCHMARK / STRAND  EXPECTATION / BENCHMARK  STANDARD / CONTENT AREA  CONTENT STANDARD /		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) for a range of tasks, purposes, and audiences.  Oregon English Language Arts and Literacy Standards
CONTENT AREA  CONTENT STANDARD / PROFICIENCY  BENCHMARK / STRAND  EXPECTATION / BENCHMARK  STANDARD / CONTENT AREA  CONTENT STANDARD / PROFICIENCY  BENCHMARK /		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) for a range of tasks, purposes, and audiences.  Oregon English Language Arts and Literacy Standards  Writing
CONTENT AREA  CONTENT STANDARD / PROFICIENCY  BENCHMARK / STRAND  EXPECTATION / BENCHMARK  STANDARD / CONTENT AREA  CONTENT STANDARD / PROFICIENCY  BENCHMARK / STRAND  EXPECTATION	10.	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) for a range of tasks, purposes, and audiences.  Oregon English Language Arts and Literacy Standards  Writing  Text Types and Purposes

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CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	6.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	6.W.2a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful in aiding comprehension.
EXPECTATION	6.W.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	6.W.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	6.W.2e.	Establish and maintain an appropriate style for content, purpose, and audience.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	6.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
EXPECTATION	6.W.3d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	6.W.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.)
EXPECTATION / BENCHMARK	6.W.5.	With some guidance and support, 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.)
EXPECTATION / BENCHMARK	6.W.6.	Use technology, including the Internet, to produce and publish writing and to link to and cite sources, as well as to interact and collaborate with others.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Research to Build and Present Knowledge
EXPECTATION / BENCHMARK	6.W.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.
EXPECTATION / BENCHMARK	6.W.9.	Draw and cite evidence from literary or informational texts to support analysis, reflection, and research.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	6.W.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 / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	CCRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Knowledge of Language
EXPECTATION / BENCHMARK	CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use

EXPECTATION / BENCHMARK	CCRA.L. 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.
EXPECTATION / BENCHMARK	CCRA.L.	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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	6.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	6.L.1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	6.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	6.L.2b.	Spell correctly.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Knowledge of Language
EXPECTATION / BENCHMARK	6.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	6.L.3a.	Vary sentence patterns for meaning, reader/listener interest, and style.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use

EXPECTATION / BENCHMARK	6.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	6.L.4a.	Use context as a clue to the meaning of a word or phrase.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	6.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	6.SL.1b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
STANDARD / CONTENT AREA		Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	6- 8.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONTENT AREA		Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects
		Writing
CONTENT STANDARD / PROFICIENCY		witting
STANDARD /		Range of Writing
STANDARD / PROFICIENCY BENCHMARK /	6- 8.WHST.1 0.	Range of Writing
BENCHMARK / STRAND	8.WHST.1	Range of Writing  Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or

Oregon Academic Content Standards
Language Arts
Grade 6 - Adopted: 2019/Effective 2021

STANDARD / CONTENT AREA

AREA	
CONTENT STANDARD / PROFICIENCY	College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND	Key Ideas and Details

EXPECTATION / BENCHMARK	CCRA.R.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / BENCHMARK	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / BENCHMARK	CCRA.R.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity
EXPECTATION / BENCHMARK	CCRA.R.	Read and comprehend complex literary and informational texts independently and proficiently.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	6.RL.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
EXPECTATION / BENCHMARK	6.RL.3.	Describe how a particular literary text's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity
EXPECTATION / BENCHMARK	6.RL.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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Text Types and Purposes

EXPECTATION / BENCHMARK	CCRA.W. 3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
EXPECTATION / BENCHMARK	CCRA.W.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	CCRA.W.	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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	6.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	6.W.2a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful in aiding comprehension.
EXPECTATION	6.W.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing

BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	6.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
EXPECTATION	6.W.3a.	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
EXPECTATION	6.W.3b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
EXPECTATION	6.W.3d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	6.W.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.)
EXPECTATION / BENCHMARK	6.W.5.	With some guidance and support, 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.)
EXPECTATION / BENCHMARK	6.W.6.	Use technology, including the Internet, to produce and publish writing and to link to and cite sources, as well as to interact and collaborate with others.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	6.W.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 / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION /	CCRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

BENCHMARK .

STANDARD	I
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EXPECTATION 6.L.2b. Spell correctly.

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Knowledge of Language
EXPECTATION / BENCHMARK	CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	CCRA.L.	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.
EXPECTATION / BENCHMARK	CCRA.L.	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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT		Oregon English Language Arts and Literacy Standards  Language
CONTENT AREA CONTENT STANDARD /		
CONTENT AREA CONTENT STANDARD / PROFICIENCY	6.L.1.	Language
CONTENT AREA  CONTENT STANDARD / PROFICIENCY  BENCHMARK / STRAND  EXPECTATION		Language  Conventions of Standard English  Demonstrate command of the conventions of standard English grammar and usage when writing or
CONTENT AREA  CONTENT STANDARD / PROFICIENCY  BENCHMARK / STRAND  EXPECTATION / BENCHMARK	6.L.1. 6.L.1e.	Conventions of Standard English  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  Recognize variations from standard English in their own and others' writing and speaking, and identify and use
CONTENT AREA  CONTENT STANDARD / PROFICIENCY  BENCHMARK / STRAND  EXPECTATION / BENCHMARK  EXPECTATION  STANDARD / CONTENT	6.L.1. 6.L.1e.	Language  Conventions of Standard English  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
CONTENT AREA  CONTENT STANDARD / PROFICIENCY  BENCHMARK / STRAND  EXPECTATION / BENCHMARK  EXPECTATION  STANDARD / CONTENT AREA  CONTENT STANDARD /	6.L.1. 6.L.1e.	Conventions of Standard English  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.  Oregon English Language Arts and Literacy Standards

#### STANDARD / CONTENT AREA

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## Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	6.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	6.L.4a.	Use context as a clue to the meaning of a word or phrase.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	6.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	6.SL.1b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
STANDARD / CONTENT AREA		Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	6- 8.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONTENT AREA		Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	6- 8.WHST.1	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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#### STANDARD / CONTENT AREA

BENCHMARK

10.

## Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	CCRA.R. 1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / BENCHMARK	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / BENCHMARK	CCRA.R. 3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION / BENCHMARK	CCRA.R. 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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Integration of Knowledge and Ideas
EXPECTATION / BENCHMARK	CCRA.R. 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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity

EXPECTATION / CCRA.R. Read and comprehend complex literary and informational texts independently and proficiently.

STANDARD	I
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CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	6.RL.1.	Analyze what the text says explicitly as well as inferentially; cite textual evidence to support the analysis.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	6.RL.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Key Ideas and Details
	6.RI.1.	Key Ideas and Details  Analyze what the text says explicitly as well as inferentially; cite textual evidence to support the analysis.
STRAND  EXPECTATION /	6.RI.1. 6.RI.2.	
EXPECTATION / BENCHMARK  EXPECTATION /		Analyze what the text says explicitly as well as inferentially; cite textual evidence to support the analysis.  Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text
EXPECTATION / BENCHMARK  EXPECTATION / BENCHMARK  EXPECTATION /	6.RI.2.	Analyze what the text says explicitly as well as inferentially; cite textual evidence to support the analysis.  Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
EXPECTATION / BENCHMARK  EXPECTATION / BENCHMARK  EXPECTATION / BENCHMARK  STANDARD / CONTENT	6.RI.2.	Analyze what the text says explicitly as well as inferentially; cite textual evidence to support the analysis.  Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.  Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.
EXPECTATION / BENCHMARK  EXPECTATION / BENCHMARK  EXPECTATION / BENCHMARK  STANDARD / CONTENT AREA  CONTENT STANDARD /	6.RI.2.	Analyze what the text says explicitly as well as inferentially; cite textual evidence to support the analysis.  Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.  Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.  Oregon English Language Arts and Literacy Standards
EXPECTATION / BENCHMARK  EXPECTATION / BENCHMARK  EXPECTATION / BENCHMARK  STANDARD / CONTENT AREA  CONTENT STANDARD / PROFICIENCY  BENCHMARK /	6.RI.2.	Analyze what the text says explicitly as well as inferentially; cite textual evidence to support the analysis.  Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.  Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.  Oregon English Language Arts and Literacy Standards  Reading Informational Text

#### STANDARD / CONTENT AREA

BENCHMARK 8.

## Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Integration of Knowledge and Ideas
EXPECTATION / BENCHMARK	6.RI.7.	Integrate information presented in different media or formats as well as in words to develop a coherent understanding of a topic or issue.
EXPECTATION / BENCHMARK	6.RI.9.	Compare and contrast one author's presentation of events with that of another.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	CCRA.W.	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 / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
EXPECTATION / BENCHMARK	CCRA.W.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Research to Build and Present Knowledge

EXPECTATION / CCRA.W. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each

source, and integrate the information while avoiding plagiarism.

EXPECTATION / BENCHMARK	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	CCRA.W.	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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	6.W.1.	Write arguments to support claims with clear reasons and relevant evidence.
EXPECTATION	6.W.1d.	Establish and maintain an appropriate style for content, purpose, and audience.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT		and the
STANDARD / PROFICIENCY		Writing
STANDARD /		Text Types and Purposes
STANDARD / PROFICIENCY BENCHMARK /	6.W.2.	
STANDARD / PROFICIENCY  BENCHMARK / STRAND  EXPECTATION	6.W.2. 6.W.2a.	Text Types and Purposes  Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information
STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION / BENCHMARK		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.  Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful in aiding
STANDARD / PROFICIENCY  BENCHMARK / STRAND  EXPECTATION / BENCHMARK  EXPECTATION	6.W.2a.	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.  Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful in aiding comprehension.
STANDARD / PROFICIENCY  BENCHMARK / STRAND  EXPECTATION / BENCHMARK  EXPECTATION  EXPECTATION	6.W.2a. 6.W.2b.	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.  Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful in aiding comprehension.  Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
STANDARD / PROFICIENCY  BENCHMARK / STRAND  EXPECTATION / BENCHMARK  EXPECTATION  EXPECTATION  EXPECTATION	6.W.2a. 6.W.2b.	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.  Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful in aiding comprehension.  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.
STANDARD / PROFICIENCY  BENCHMARK / STRAND  EXPECTATION / BENCHMARK  EXPECTATION  EXPECTATION  EXPECTATION  EXPECTATION  STANDARD / CONTENT	6.W.2a. 6.W.2b.	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.  Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful in aiding comprehension.  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.  Establish and maintain an appropriate style for content, purpose, and audience.

BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	6.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
EXPECTATION	6.W.3d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	6.W.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.)
EXPECTATION / BENCHMARK	6.W.5.	With some guidance and support, 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.)
EXPECTATION / BENCHMARK	6.W.6.	Use technology, including the Internet, to produce and publish writing and to link to and cite sources, as well as to interact and collaborate with others.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Research to Build and Present Knowledge
EXPECTATION / BENCHMARK	6.W.7.	Conduct short research projects to answer a question, drawing on several sources, and refocusing the inquiry when appropriate.
EXPECTATION / BENCHMARK	6.W.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.
EXPECTATION / BENCHMARK	6.W.9.	Draw and cite evidence from literary or informational texts to support analysis, reflection, and research.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Range of Writing

EXPECTATION / BENCHMARK	6.W.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 / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	CCRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Knowledge of Language
EXPECTATION / BENCHMARK	CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	CCRA.L. 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.
EXPECTATION / BENCHMARK	CCRA.L.	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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	6.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	6.L.1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

<b>STANDARD</b>	I
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CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	6.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	6.L.2b.	Spell correctly.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Knowledge of Language
EXPECTATION / BENCHMARK	6.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	6.L.3a.	Vary sentence patterns for meaning, reader/listener interest, and style.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	6.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	6.L.4a.	Use context as a clue to the meaning of a word or phrase.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	CCRA.SL .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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Speaking and Listening

BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	6.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	6.SL.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	6.SL.1b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
EXPECTATION	6.SL.1c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
STANDARD / CONTENT AREA		Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	6- 8.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONTENT AREA		Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	6- 8.WHST.1 0.	Write routinely over extended time frames (time for 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.

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

Oregon Academic Content Standards Language Arts

Grade 6 - Adopted: 2019/Effective 2021

# STANDARD / CONTENT AREA

# Oregon English Language Arts and Literacy Standards

CONTENT STANDARD I PROFICIENCY	College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND	Key Ideas and Details

BENCHMARK 1.

EXPECTATION / CCRA.R. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

EXPECTATION / BENCHMARK	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / BENCHMARK	CCRA.R.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	CCRA.R.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION / BENCHMARK	CCRA.R. 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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Integration of Knowledge and Ideas
EXPECTATION / BENCHMARK	CCRA.R. 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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity
EXPECTATION / BENCHMARK	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	6.RL.1.	Analyze what the text says explicitly as well as inferentially; cite textual evidence to support the analysis.

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CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	6.RL.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	6.RI.1.	Analyze what the text says explicitly as well as inferentially; cite textual evidence to support the analysis.
EXPECTATION / BENCHMARK	6.RI.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
EXPECTATION / BENCHMARK	6.RI.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	6.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
EXPECTATION / BENCHMARK	6.RI.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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Integration of Knowledge and Ideas
EXPECTATION /	6.RI.7.	Integrate information presented in different media or formats as well as in words to develop a coherent

BENCHMARK understanding of a topic or issue.

EXPECTATION / BENCHMARK	6.RI.9.	Compare and contrast one author's presentation of events with that of another.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	CCRA.W.	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 / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
EXPECTATION / BENCHMARK	CCRA.W.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Research to Build and Present Knowledge
EXPECTATION / BENCHMARK	CCRA.W. 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.
EXPECTATION / BENCHMARK	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Range of Writing

EXPECTATION / BENCHMARK	CCRA.W. 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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	6.W.1.	Write arguments to support claims with clear reasons and relevant evidence.
EXPECTATION	6.W.1d.	Establish and maintain an appropriate style for content, purpose, and audience.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	6.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	6.W.2a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful in aiding comprehension.
EXPECTATION	6.W.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	6.W.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	6.W.2e.	Establish and maintain an appropriate style for content, purpose, and audience.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	6.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
EXPECTATION	6.W.3d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	6.W.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.)
EXPECTATION / BENCHMARK	6.W.5.	With some guidance and support, 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.)
EXPECTATION / BENCHMARK	6.W.6.	Use technology, including the Internet, to produce and publish writing and to link to and cite sources, as well as to interact and collaborate with others.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Research to Build and Present Knowledge
EXPECTATION / BENCHMARK	6.W.7.	Conduct short research projects to answer a question, drawing on several sources, and refocusing the inquiry when appropriate.
EXPECTATION / BENCHMARK	6.W.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.
EXPECTATION / BENCHMARK	6.W.9.	Draw and cite evidence from literary or informational texts to support analysis, reflection, and research.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	6.W.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 / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Conventions of Standard English

EXPECTATION / BENCHMARK	CCRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Knowledge of Language
EXPECTATION / BENCHMARK	CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	CCRA.L. 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.
EXPECTATION / BENCHMARK	CCRA.L. 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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	6.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	6.L.1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION	6.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and

EXPECTATION	6.L.2b.	Spell correctly.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Knowledge of Language
EXPECTATION / BENCHMARK	6.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	6.L.3a.	Vary sentence patterns for meaning, reader/listener interest, and style.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	6.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	6.L.4a.	Use context as a clue to the meaning of a word or phrase.
ST ANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT		Oregon English Language Arts and Literacy Standards  College and Career Readiness Anchor Standards for Speaking and Listening
CONTENT AREA CONTENT STANDARD /		
CONTENT AREA CONTENT STANDARD / PROFICIENCY	CCRA.SL	College and Career Readiness Anchor Standards for Speaking and Listening
CONTENT AREA  CONTENT STANDARD / PROFICIENCY  BENCHMARK / STRAND		College and Career Readiness Anchor Standards for Speaking and Listening  Comprehension and Collaboration  Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building
CONTENT AREA  CONTENT STANDARD / PROFICIENCY  BENCHMARK / STRAND  EXPECTATION / BENCHMARK  STANDARD / CONTENT		College and Career Readiness Anchor Standards for Speaking and Listening  Comprehension and Collaboration  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.
CONTENT AREA  CONTENT STANDARD / PROFICIENCY  BENCHMARK / STRAND  EXPECTATION / BENCHMARK  STANDARD / CONTENT AREA  CONTENT STANDARD /		College and Career Readiness Anchor Standards for Speaking and Listening  Comprehension and Collaboration  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.  Oregon English Language Arts and Literacy Standards
CONTENT AREA  CONTENT STANDARD / PROFICIENCY  BENCHMARK / STRAND  EXPECTATION / BENCHMARK  STANDARD / CONTENT AREA  CONTENT STANDARD / PROFICIENCY  BENCHMARK /	.1.	Comprehension and Collaboration  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.  Oregon English Language Arts and Literacy Standards  Speaking and Listening
CONTENT AREA  CONTENT STANDARD / PROFICIENCY  BENCHMARK / STRAND  EXPECTATION / BENCHMARK  STANDARD / CONTENT AREA  CONTENT STANDARD / PROFICIENCY  BENCHMARK / STRAND	.1.	Comprehension and Collaboration  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.  Oregon English Language Arts and Literacy Standards  Speaking and Listening  Comprehension and Collaboration  Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing

EXPECTATION	6.SL.1c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
STANDARD / CONTENT AREA		Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	6- 8.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONTENT AREA		Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK		Write routinely over extended time frames (time for 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.
		UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 15 Page 141-152
		Oregon Academic Content Standards
		Language Arts Grade 6 - Adopted: 2019/Effective 2021
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards

CONTENT College and Career Readiness Anchor Standards for Reading STANDARD / **PROFICIENCY** BENCHMARK / **Key Ideas and Details STRAND** EXPECTATION / CCRA.R. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual BENCHMARK evidence when writing or speaking to support conclusions drawn from the text. EXPECTATION / CCRA.R. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details BENCHMARK and ideas. 2. EXPECTATION / CCRA.R. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. BENCHMARK

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CONTENT STANDARD / PROFICIENCY	College and Career Readiness Anchor Standards for Reading

Oregon English Language Arts and Literacy Standards

STANDARD /

BENCHMARK / STRAND		Craft and Structure
STRAND		
EXPECTATION / BENCHMARK	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION / BENCHMARK	CCRA.R. 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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Integration of Knowledge and Ideas
EXPECTATION / BENCHMARK	CCRA.R. 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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity
EXPECTATION / BENCHMARK	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	6.RL.1.	Analyze what the text says explicitly as well as inferentially; cite textual evidence to support the analysis.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	6.RL.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

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CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	6.RI.1.	Analyze what the text says explicitly as well as inferentially; cite textual evidence to support the analysis.
EXPECTATION / BENCHMARK	6.RI.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
EXPECTATION / BENCHMARK	6.RI.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	6.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
EXPECTATION / BENCHMARK	6.RI.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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Integration of Knowledge and Ideas
EXPECTATION / BENCHMARK	6.RI.7.	Integrate information presented in different media or formats as well as in words to develop a coherent understanding of a topic or issue.
EXPECTATION / BENCHMARK	6.RI.9.	Compare and contrast one author's presentation of events with that of another.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing

BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	CCRA.W.	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 / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
EXPECTATION / BENCHMARK	CCRA.W.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Research to Build and Present Knowledge
EXPECTATION / BENCHMARK	CCRA.W. 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.
EXPECTATION / BENCHMARK	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	CCRA.W.	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.
STANDARD /		Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	6.W.1.	Write arguments to support claims with clear reasons and relevant evidence.
EXPECTATION	6.W.1d.	Establish and maintain an appropriate style for content, purpose, and audience.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	6.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	6.W.2a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful in aiding comprehension.
EXPECTATION	6.W.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	6.W.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	6.W.2e.	Establish and maintain an appropriate style for content, purpose, and audience.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	6.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
EXPECTATION	6.W.3d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	6.W.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.)

EXPECTATION / BENCHMARK	6.W.5.	With some guidance and support, 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.)
EXPECTATION / BENCHMARK	6.W.6.	Use technology, including the Internet, to produce and publish writing and to link to and cite sources, as well as to interact and collaborate with others.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Research to Build and Present Knowledge
EXPECTATION / BENCHMARK	6.W.7.	Conduct short research projects to answer a question, drawing on several sources, and refocusing the inquiry when appropriate.
EXPECTATION / BENCHMARK	6.W.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.
EXPECTATION / BENCHMARK	6.W.9.	Draw and cite evidence from literary or informational texts to support analysis, reflection, and research.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	6.W.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 / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	CCRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language

BENCHMARK / STRAND		Knowledge of Language
EXPECTATION / BENCHMARK	CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	CCRA.L.	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.
EXPECTATION / BENCHMARK	CCRA.L.	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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	6.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	6.L.1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	6.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	6.L.2b.	Spell correctly.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Knowledge of Language

EXPECTATION   6.L.3.   Use knowledge of language and its conventions when writing, speaking, reading, or listening.    EXPECTATION   6.L.3a.   Vary sentence patterns for meaning, reader/listener interest, and style.    STANDARD   CONTENT AREA   CONTENT AREA   Language    CONTENT STANDARD   PROFICIENCY    BENCHMARK   Vocabulary Acquisition and Use	
STANDARD / Oregon English Language Arts and Literacy Standards  CONTENT AREA  CONTENT Language STANDARD / PROFICIENCY  CONTENT STANDARD / PROFICIENCY	
CONTENT AREA  CONTENT STANDARD / PROFICIENCY  Language	
STANDARD / PROFICIENCY	
BENCHMARK / Vocabulary Acquisition and Use	
STRAND	
EXPECTATION 6.L.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 6 reading and content, choosing flexibly from a range of strategies.	grade
EXPECTATION 6.L.4a. Use context as a clue to the meaning of a word or phrase.	
STANDARD / Oregon English Language Arts and Literacy Standards CONTENT AREA	
CONTENT College and Career Readiness Anchor Standards for Speaking and Listening STANDARD / PROFICIENCY	
BENCHMARK / Comprehension and Collaboration STRAND	
EXPECTATION / CCRA.SL Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, but BENCHMARK 1. on others' ideas and expressing their own clearly and persuasively.	ıilding
STANDARD / Oregon English Language Arts and Literacy Standards CONTENT AREA	
CONTENT.	
CONTENT Speaking and Listening STANDARD / PROFICIENCY	
STANDARD /	
ST AND ARD / PROFICIENCY  BENCHMARK / Comprehension and Collaboration	
BENCHMARK / STRAND  Comprehension and Collaboration  EXPECTATION / BENCHMARK  Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-lewith diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressions.	sing
BENCHMARK / STRAND  Comprehension and Collaboration  EXPECTATION / BENCHMARK  BENCHMARK  Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-lewith diverse partners on grade 6 topics, texts, and issues, building on others' ideas and express their own clearly.  EXPECTATION 6.SL.1a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation be	y y
BENCHMARK / STRAND  EXPECTATION / BENCHMARK  Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-lewith diverse partners on grade 6 topics, texts, and issues, building on others' ideas and express their own clearly.  EXPECTATION  6.SL.1a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation be referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	y y d.
BENCHMARK / STRAND  EXPECTATION 6.SL.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-lewith diverse partners on grade 6 topics, texts, and issues, building on others' ideas and express their own clearly.  EXPECTATION 6.SL.1a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation be referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.  EXPECTATION 6.SL.1b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.  EXPECTATION 6.SL.1c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the	y y d.

BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK		Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONTENT AREA		Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	6- 8.WHST.1 0.	Write routinely over extended time frames (time for 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.
		UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 16 Page 153-158
		Oregon Academic Content Standards
		Language Arts Grade 6 - Adopted: 2019/Effective 2021
CTANDADD /		
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	CCRA.R. 1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / BENCHMARK	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / BENCHMARK	CCRA.R. 3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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EXPECTATION / CCRA.R. 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.

BENCHMARK 5.

<b>STANDARD</b>	
CONTENT	
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CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Integration of Knowledge and Ideas
EXPECTATION / BENCHMARK	CCRA.R. 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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity
EXPECTATION / BENCHMARK	CCRA.R.	Read and comprehend complex literary and informational texts independently and proficiently.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	6.RL.1.	Analyze what the text says explicitly as well as inferentially; cite textual evidence to support the analysis.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	6.RL.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Key Ideas and Details

EXPECTATION / BENCHMARK	6.RI.1.	Analyze what the text says explicitly as well as inferentially; cite textual evidence to support the analysis.
EXPECTATION / BENCHMARK	6.RI.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
EXPECTATION / BENCHMARK	6.RI.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	6.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
EXPECTATION / BENCHMARK	6.RI.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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Integration of Knowledge and Ideas
EXPECTATION / BENCHMARK	6.RI.7.	Integrate information presented in different media or formats as well as in words to develop a coherent understanding of a topic or issue.
EXPECTATION / BENCHMARK	6.RI.9.	Compare and contrast one author's presentation of events with that of another.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT		Oregon English Language Arts and Literacy Standards  College and Career Readiness Anchor Standards for Writing
CONTENT AREA CONTENT STANDARD /		
CONTENT AREA CONTENT STANDARD / PROFICIENCY	CCRA.W.	College and Career Readiness Anchor Standards for Writing

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
EXPECTATION / BENCHMARK	CCRA.W.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Research to Build and Present Knowledge
EXPECTATION / BENCHMARK	CCRA.W. 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.
EXPECTATION / BENCHMARK	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	CCRA.W.	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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	6.W.1.	Write arguments to support claims with clear reasons and relevant evidence.
EXPECTATION	6.W.1d.	Establish and maintain an appropriate style for content, purpose, and audience.

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	6.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	6.W.2a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful in aiding comprehension.
EXPECTATION	6.W.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	6.W.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	6.W.2e.	Establish and maintain an appropriate style for content, purpose, and audience.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	6.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
EXPECTATION	6.W.3d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	6.W.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.)
EXPECTATION / BENCHMARK	6.W.5.	With some guidance and support, 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.)
EXPECTATION / BENCHMARK	6.W.6.	Use technology, including the Internet, to produce and publish writing and to link to and cite sources, as well as to interact and collaborate with others.

BENCHMARK

## Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Research to Build and Present Knowledge
EXPECTATION / BENCHMARK	6.W.7.	Conduct short research projects to answer a question, drawing on several sources, and refocusing the inquiry when appropriate.
EXPECTATION / BENCHMARK	6.W.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.
EXPECTATION / BENCHMARK	6.W.9.	Draw and cite evidence from literary or informational texts to support analysis, reflection, and research.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	6.W.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 / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	CCRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Knowledge of Language

EXPECTATION / CCRA.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices

for meaning or style, and to comprehend more fully when reading or listening.

EXPECTATION 6.L.3a.

## Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	CCRA.L. 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.
EXPECTATION / BENCHMARK	CCRA.L.	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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	6.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	6.L.1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	6.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	6.L.2b.	Spell correctly.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Knowledge of Language
EXPECTATION / BENCHMARK	6.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EYDECTATION	6132	Vary contained natterns for meaning reader/listoner interest, and style

Vary sentence patterns for meaning, reader/listener interest, and style.

EXPECTATION / 6-

8.WHST.4. purpose, and audience.

BENCHMARK

## Oregon English Language Arts and Literacy Standards

CONTENT Lang STANDARD / PROFICIENCY	
1 KOI ICILIVOI	guage
BENCHMARK / STRAND Voc	cabulary Acquisition and Use
	ermine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade eading and content, choosing flexibly from a range of strategies.
EXPECTATION 6.L.4a. Use	context as a clue to the meaning of a word or phrase.
STANDARD / Oreg CONTENT AREA	gon English Language Arts and Literacy Standards
CONTENT COII STANDARD / PROFICIENCY	lege and Career Readiness Anchor Standards for Speaking and Listening
BENCHMARK / STRAND	mprehension and Collaboration
	pare for and participate effectively in a range of conversations and collaborations with diverse partners, building others' ideas and expressing their own clearly and persuasively.
STANDARD / Oreg CONTENT AREA	gon English Language Arts and Literacy Standards
CONTENT Spe STANDARD / PROFICIENCY	eaking and Listening
BENCHMARK / Con	mprehension and Collaboration
/ BENCHMARK with	gage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) in diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing ir own clearly.
	ne to discussions prepared, having read or studied required material; explicitly draw on that preparation by rring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
refer	
EXPECTATION 6.SL.1b. Follows EXPECTATION 6.SL.1c. Pose	rring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION 6.SL.1b. Folice  EXPECTATION 6.SL.1c. Pose text,	ow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.  e and respond to specific questions with elaboration and detail by making comments that contribute to the topic,
EXPECTATION 6.SL.1b. Folice  EXPECTATION 6.SL.1c. Pose text,  STANDARD / CONTENT	ow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.  The and respond to specific questions with elaboration and detail by making comments that contribute to the topic, are issue under discussion.  The analysis of the specific questions with elaboration and detail by making comments that contribute to the topic, are issue under discussion.  The analysis of the specific questions with elaboration and detail by making comments that contribute to the topic, are issue under discussion.  The analysis of the specific questions with elaboration and detail by making comments that contribute to the topic, are issue under discussion.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task,

## Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	6- 8.WHST.1 0.	Write routinely over extended time frames (time for 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.

## UNIT 7: INVENTIVE WRITING Week 17 Page 159-164

## Oregon Academic Content Standards Language Arts

Grade 6 - Adopted: 2019/Effective 2021

### STANDARD / CONTENT AREA

## Oregon English Language Arts and Literacy Standards

AREA		
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	CCRA.W.	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 / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

### STANDARD / CONTENT AREA

BENCHMARK

### Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY	College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND	Range of Writing

EXPECTATION / CCRA.W. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

EXPECTATION / BENCHMARK	CCRA.W.	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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	6.W.1.	Write arguments to support claims with clear reasons and relevant evidence.
EXPECTATION	6.W.1d.	Establish and maintain an appropriate style for content, purpose, and audience.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	6.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	6.W.2a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful in aiding comprehension.
EXPECTATION	6.W.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	6.W.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	6.W.2e.	Establish and maintain an appropriate style for content, purpose, and audience.
EXPECTATION	6.W.2f.	Provide a concluding statement or section that follows from the information or explanation presented.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	6.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
EXPECTATION	6.W.3d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

**EXPECTATION** 

6.L.1e.

## Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	6.W.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.)
EXPECTATION / BENCHMARK	6.W.5.	With some guidance and support, 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.)
EXPECTATION / BENCHMARK	6.W.6.	Use technology, including the Internet, to produce and publish writing and to link to and cite sources, as well as to interact and collaborate with others.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	6.W.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 / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	CCRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	6.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Recognize variations from standard English in their own and others' writing and speaking, and identify and use

strategies to improve expression in conventional language.

STANDARD	I
CONTENT	
AREA	

EXPECTATION

## Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	6.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	6.L.2b.	Spell correctly.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Knowledge of Language
EXPECTATION / BENCHMARK	6.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	6.L.3a.	Vary sentence patterns for meaning, reader/listener interest, and style.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	CCRA.SL .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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	6.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	6.SL.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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6.SL.1b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

EXPECTATION	6.SL.1c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
STANDARD / CONTENT AREA		Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	6- 8.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONTENT AREA		Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	6- 8.WHST.1 0.	Write routinely over extended time frames (time for 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.
		UNIT 7: INVENTIVE WRITING Week 18 Page 165-172

# Oregon Academic Content Standards Language Arts

Grade 6 - Adopted: 2019/Effective 2021

STANDARD
CONTENT
AREA

CONTENT

STANDARD / PROFICIENCY

BENCHMARK / STRAND

## Oregon English Language Arts and Literacy Standards

AKEA		
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	CCRA.W.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / BENCHMARK	CCRA.W.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards

College and Career Readiness Anchor Standards for Writing

Production and Distribution of Writing

EXPECTATION / BENCHMARK	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
EXPECTATION / BENCHMARK	CCRA.W.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	CCRA.W.	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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	6.W.1.	Write arguments to support claims with clear reasons and relevant evidence.
EXPECTATION	6.W.1d.	Establish and maintain an appropriate style for content, purpose, and audience.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	6.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	6.W.2a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful in aiding comprehension.
EXPECTATION	6.W.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	6.W.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

EXPECTATION 6.W.2e. Establish and maintain an appropriate style for content, purpose, and audience.

EXPECTATION	6.W.2f.	Provide a concluding statement or section that follows from the information or explanation presented.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	6.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
EXPECTATION	6.W.3a.	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
EXPECTATION	6.W.3b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
EXPECTATION	6.W.3d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
EXPECTATION	6.W.3e.	Provide a conclusion that follows from the narrated experiences or events.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	6.W.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.)
EXPECTATION / BENCHMARK	6.W.5.	With some guidance and support, 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.)
EXPECTATION / BENCHMARK	6.W.6.	Use technology, including the Internet, to produce and publish writing and to link to and cite sources, as well as to interact and collaborate with others.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	6.W.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.

### Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION /	CCBAL 2	Demonstrate command of the conventions of standard English capitalization nunctuation and spalling when writing

BENCHMARK .

### STANDARD / CONTENT **AREA**

## Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	6.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	6.L.1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

### STANDARD / CONTENT AREA

### Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	6.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	6.L.2b.	Spell correctly.

### STANDARD / CONTENT **AREA**

## Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Knowledge of Language
EXPECTATION / BENCHMARK	6.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

EXPECTATION 6.L.3a.

Vary sentence patterns for meaning, reader/listener interest, and style.

### STANDARD / CONTENT **AREA**

CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	6.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	6.SL.1b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
STANDARD / CONTENT AREA		Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	6- 8.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONTENT AREA		Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Range of Writing
STRAND		

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

Oregon Academic Content Standards
Language Arts

Grade 6 - Adopted: 2019/Effective 2021

STANDARD / CONTENT AREA Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY	College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND	Text Types and Purposes

EXPECTATION / CCRA.W. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately BENCHMARK 2. through the effective selection, organization, and analysis of content.

STANDARD / CONTENT AREA

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
EXPECTATION / BENCHMARK	CCRA.W.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	CCRA.W. 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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT ST ANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	6.W.1.	Write arguments to support claims with clear reasons and relevant evidence.
EXPECTATION	6.W.1d.	Establish and maintain an appropriate style for content, purpose, and audience.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT ST ANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
	6.W.2.	Text Types and Purposes  Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
STRAND EXPECTATION	6.W.2. 6.W.2a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information

EXPECTATION	6.W.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	6.W.2e.	Establish and maintain an appropriate style for content, purpose, and audience.
EXPECTATION	6.W.2f.	Provide a concluding statement or section that follows from the information or explanation presented.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	6.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
EXPECTATION	6.W.3d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Production and Distribution of Writing
	6.W.4.	Production and Distribution of Writing  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.)
STRAND  EXPECTATION /	6.W.4. 6.W.5.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task,
EXPECTATION / BENCHMARK  EXPECTATION /		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, 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
EXPECTATION / BENCHMARK  EXPECTATION / BENCHMARK	6.W.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, 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 and to link to and cite sources, as well as to
EXPECTATION / BENCHMARK  EXPECTATION / BENCHMARK  EXPECTATION / BENCHMARK  STANDARD / CONTENT	6.W.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, 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 and to link to and cite sources, as well as to interact and collaborate with others.
EXPECTATION / BENCHMARK  EXPECTATION / BENCHMARK  EXPECTATION / BENCHMARK  STANDARD / CONTENT AREA  CONTENT STANDARD /	6.W.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, 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 and to link to and cite sources, as well as to interact and collaborate with others.  Oregon English Language Arts and Literacy Standards
EXPECTATION / BENCHMARK  EXPECTATION / BENCHMARK  EXPECTATION / BENCHMARK  STANDARD / CONTENT AREA  CONTENT STANDARD / PROFICIENCY  BENCHMARK /	6.W.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, 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 and to link to and cite sources, as well as to interact and collaborate with others.  Oregon English Language Arts and Literacy Standards  Writing

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	CCRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	6.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	6.L.1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	6.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	6.L.2b.	Spell correctly.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Knowledge of Language
EXPECTATION / BENCHMARK	6.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	6.L.3a.	Vary sentence patterns for meaning, reader/listener interest, and style.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration

EXPECTATION / BENCHMARK	6.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	6.SL.1b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
STANDARD / CONTENT AREA		Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	6- 8.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONTENT AREA		Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	6- 8.WHST.1 0.	Write routinely over extended time frames (time for 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.
		UNIT 8: FORMAL ESSAY MODELS Week 20 Page 179-192
		Oregon Academic Content Standards  Language Arts  Grade 6 - Adopted: 2019/Effective 2021
STANDARD /		Oregon English Language Arts and Literacy Standards

CONTENT

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	CCRA.R.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / BENCHMARK	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / BENCHMARK	CCRA.R.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

STANDARD / CONTENT

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION / BENCHMARK	CCRA.R. 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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Integration of Knowledge and Ideas
EXPECTATION / BENCHMARK	CCRA.R. 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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity
EXPECTATION / BENCHMARK	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	6.RL.1.	Analyze what the text says explicitly as well as inferentially; cite textual evidence to support the analysis.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Craft and Structure

EXPECTATION / BENCHMARK	6.RL.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	6.RI.1.	Analyze what the text says explicitly as well as inferentially; cite textual evidence to support the analysis.
EXPECTATION / BENCHMARK	6.RI.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
EXPECTATION / BENCHMARK	6.RI.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Craft and Structure
	6.RI.4.	Craft and Structure  Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
STRAND  EXPECTATION /	6.RI.4. 6.RI.5.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and
EXPECTATION / BENCHMARK  EXPECTATION /		Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.  Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and
EXPECTATION / BENCHMARK  EXPECTATION / BENCHMARK  STANDARD / CONTENT		Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.  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.
EXPECTATION / BENCHMARK  EXPECTATION / BENCHMARK  STANDARD / CONTENT AREA  CONTENT STANDARD /		Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.  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.  Oregon English Language Arts and Literacy Standards
EXPECTATION / BENCHMARK  EXPECTATION / BENCHMARK  STANDARD / CONTENT AREA  CONTENT STANDARD / PROFICIENCY  BENCHMARK /		Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.  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.  Oregon English Language Arts and Literacy Standards  Reading Informational Text
EXPECTATION / BENCHMARK  EXPECTATION / BENCHMARK  STANDARD / CONTENT AREA  CONTENT STANDARD / PROFICIENCY  BENCHMARK / STRAND	6.RI.5.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.  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.  Oregon English Language Arts and Literacy Standards  Reading Informational Text  Integration of Knowledge and Ideas  Integrate information presented in different media or formats as well as in words to develop a coherent

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	CCRA.W. 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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
EXPECTATION / BENCHMARK	CCRA.W.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT		College and Career Readiness Anchor Standards for Writing
CONTENT AREA CONTENT STANDARD /		
CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK /	CCRA.W.	College and Career Readiness Anchor Standards for Writing
CONTENT AREA  CONTENT STANDARD I PROFICIENCY  BENCHMARK I STRAND  EXPECTATION /	8.	College and Career Readiness Anchor Standards for Writing  Research to Build and Present Knowledge  Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each
CONTENT AREA  CONTENT ST ANDARD / PROFICIENCY  BENCHMARK / ST RAND  EXPECTATION / BENCHMARK  EXPECTATION /	8. CCRA.W.	College and Career Readiness Anchor Standards for Writing  Research to Build and Present Knowledge  Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
CONTENT AREA  CONTENT STANDARD / PROFICIENCY  BENCHMARK / STRAND  EXPECTATION / BENCHMARK  EXPECTATION / BENCHMARK  STANDARD / CONTENT	8. CCRA.W.	College and Career Readiness Anchor Standards for Writing  Research to Build and Present Knowledge  Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.  Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT AREA  CONTENT STANDARD / PROFICIENCY  BENCHMARK / STRAND  EXPECTATION / BENCHMARK  EXPECTATION / BENCHMARK  STANDARD / CONTENT AREA  CONTENT STANDARD /	8. CCRA.W.	College and Career Readiness Anchor Standards for Writing  Research to Build and Present Knowledge  Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.  Draw evidence from literary or informational texts to support analysis, reflection, and research.  Oregon English Language Arts and Literacy Standards
CONTENT AREA  CONTENT STANDARD / PROFICIENCY  BENCHMARK / STRAND  EXPECTATION / BENCHMARK  EXPECTATION / BENCHMARK  STANDARD / CONTENT AREA  CONTENT STANDARD / PROFICIENCY  BENCHMARK /	8. CCRA.W. 9.	College and Career Readiness Anchor Standards for Writing  Research to Build and Present Knowledge  Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.  Draw evidence from literary or informational texts to support analysis, reflection, and research.  Oregon English Language Arts and Literacy Standards  College and Career Readiness Anchor Standards for Writing

CONTENT		Writing
STANDARD / PROFICIENCY		
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	6.W.1.	Write arguments to support claims with clear reasons and relevant evidence.
EXPECTATION	6.W.1d.	Establish and maintain an appropriate style for content, purpose, and audience.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	6.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	6.W.2a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful in aiding comprehension.
EXPECTATION	6.W.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	6.W.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	6.W.2e.	Establish and maintain an appropriate style for content, purpose, and audience.
EXPECTATION	6.W.2f.	Provide a concluding statement or section that follows from the information or explanation presented.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	6.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
EXPECTATION	6.W.3d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Production and Distribution of Writing

CONTENT STANDARD / PROFICIENCY  BENCHMARK / STANDARD / PROFICIENCY  EXPECTATION / 6.W.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.  EXPECTATION / 6.W.9. Draw and cite evidence from literary or informational texts to support analysis, reflection, and research.  EXPECTATION / 6.W.9. Draw and cite evidence from literary or informational texts to support analysis, reflection, and research.  EXPECTATION / Oregon English Language Arts and Literacy Standards  CONTENT STANDARD / PROFICIENCY  BENCHMARK / Range of Writing  EXPECTATION / 6.W.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or wo) for a range of discipline-specific tasks, purposes, and audiences.  STANDARD / Oregon English Language Arts and Literacy Standards			
BENCHMARK  or loving a new approach, (Ediling for conventions should demonstrate command of Language standards 1-3 up to and including grade 6.)  EXPECTATION / 6.W.6. Use technology, including the internet, to produce and publish writing and to link to and cite sources, as well as to internet and collaborate with others.  STANDARD / Oregon English Language Arts and Literacy Standards  CONTENT STANDARD / PROFICIATION / B.W.7. Conduct short research projects to answer a question, drawing on several sources, and refocusing the inquiry when appropriate.  EXPECTATION / B.W.7. Conduct short research projects to answer a question, drawing on several sources, and refocusing the inquiry when appropriate.  EXPECTATION / B.W.7. Conduct short research projects to answer a question, drawing on several sources, and refocusing the inquiry when appropriate and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiansm and providing basic bibliographic information for sources.  EXPECTATION / 6.W.9. Draw and cite evidence from literary or informational texts to support analysis, reflection, and research.  EXPECTATION / 6.W.9. Draw and cite evidence from literary or informational texts to support analysis, reflection, and research.  EXPECTATION / 6.W.9. Range of Writing  EXPECTATION / 6.W.1. Writing  EXPECTATION / 6.W.1. Writing research, reflection, and revision) and shorter time frames (a single silling or a day or two) for a range of discipline-specific tasks, purposes, and audiences.  EXPECTATION / Concerning and Career Readiness Anchor Standards for Language  EXPECTATION / Conventions of Standard English  EXPECTATION / CCRALL Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		6.W.4.	
STANDARD / CONTENT STANDARD / PROPORTION / CCRALL Demonstrate command of the conventions of standards   Oregon English Language Arts and Literacy Standards   Oregon English Language Arts and Literacy Standards   Writing  Research to Build and Present Knowledge   Research to Build and Present Knowledge   EXPECTATION / 6.W.7. Conduct short research projects to answer a question, drawing on several sources, and refocusing the inquiry when appropriate.  EXPECTATION / 6.W.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.  EXPECTATION / 6.W.9. Draw and cite evidence from literary or informational texts to support analysis, reflection, and research.  EXPECTATION / 6.W.9. Draw and cite evidence from literary or informational texts to support analysis, reflection, and research.  EXPECTATION / 6.W.9. Writing  Writing  EXPECTATION / 6.W.10. Writing  EXPECTATION / 6.W.10. Writing  EXPECTATION / 6.W.20. Writing  EXPECTATION / 6.W.20. Oregon English Language Arts and Literacy Standards  EXPECTATION / 6.W.20. Writing string or a day or two) for a range of discipline-specific tasks, purposes, and audiences.  EXTENDARD / 6.W.20. College and Career Readiness Anchor Standards for Language  EXPECTATION / CRALL Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   EXPECTATION / CCRALL Demonstrate command of the conventions of standard English capitalization, purcusation, and spelling when writing.		6.W.5.	or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to
CONTENT STANDARD / PROFICIENCY  BENCHMARK / Research to Build and Present Knowledge STRAND  EXPECTATION / 8.W.7. Conduct short research projects to answer a question, drawing on several sources, and refocusing the inquiry when appropriate.  EXPECTATION / 8.W.8. Cather 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 plagrarism and providing basic bibliographic information for sources.  EXPECTATION / 6.W.9. Draw and cite evidence from literary or informational texts to support analysis, reflection, and research.  EXPECTATION / 6.W.9. Draw and cite evidence from literary or informational texts to support analysis, reflection, and research.  CONTENT STANDARD / Oregon English Language Arts and Literacy Standards  EXPECTATION / 6.W.10. Writing  EXPECTATION / 6.W.10. Writing  EXPECTATION / 6.W.10. Writing or a day or two) for a range of discipline-specific tasks, purposes, and audiences.  STANDARD / Oregon English Language Arts and Literacy Standards  CONTENT STANDARD / Oregon English Language Arts and Literacy Standards  CONTENT STANDARD / Oregon English Language Arts and Literacy Standards  CONTENT STANDARD / Oregon English Language Arts and Literacy Standards  CONTENT STANDARD / Oregon English Language Arts and Literacy Standards  CONTENT STANDARD / Oregon English Language Arts and Literacy Standards  CONTENT STANDARD / Oregon English Language Arts and Literacy Standards  CONTENT STANDARD / Oregon English Language Arts and Literacy Standards  CONTENT STANDARD / Oregon English Language Arts and Literacy Standards for Language  EXPECTATION / CCRAL1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  EXPECTATION / CCRAL2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		6.W.6.	
BENCHMARK / STRAND  EXPECTATION / 6.W.7. Conduct short research projects to answer a question, drawing on several sources, and refocusing the inquiry when appropriate.  EXPECTATION / 6.W.7. Conduct short research projects to answer a question, drawing on several sources, and refocusing the inquiry when appropriate.  EXPECTATION / 6.W.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.  EXPECTATION / 6.W.9. Draw and cite evidence from literary or informational texts to support analysis, reflection, and research.  CONTENT STANDARD / Oregon English Language Arts and Literacy Standards  CONTENT STANDARD / Range of Writing  EXPECTATION / 6.W.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single siting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.  STANDARD / Oregon English Language Arts and Literacy Standards  CONTENT STANDARD / Oregon English Language Arts and Literacy Standards  CONTENT AREA  CONTENT STANDARD / Oregon English Language Arts and Literacy Standards  CONTENT AREA  CONTENT STANDARD / Oregon English Language Arts and Literacy Standards  CONTENT STANDARD / OR CONTENT STAN	STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
EXPECTATION / 6.W.7. Conduct short research projects to answer a question, drawing on several sources, and relocusing the inquiry when appropriate.  EXPECTATION / 6.W.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.  EXPECTATION / 6.W.9. Draw and cite evidence from literary or informational texts to support analysis, reflection, and research.  EXPECTATION / 6.W.9. Draw and cite evidence from literary or informational texts to support analysis, reflection, and research.  EXPECTATION / 6.W.9. Providence from literary or informational texts to support analysis, reflection, and research.  EXPECTATION / 6.W.10. Writing  EXPECTATION / 6.W.10. Writing  EXPECTATION / 6.W.10. Writing or a day or two) for a range of discipline-specific tasks, purposes, and audiences.  EXPECTATION / 6.W.10. Oregon English Language Arts and Literacy Standards  EXPECTATION / 6.W.10. Conventions of Standard English  EXPECTATION / CCRAL1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  EXPECTATION / CCRAL2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	STANDARD /		Writing
BENCHMARK appropriate.  EXPECTATION   6.W.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.  EXPECTATION   6.W.9. Draw and cite evidence from literary or informational texts to support analysis, reflection, and research.  BENCHMARK   Oregon English Language Arts and Literacy Standards  CONTENT STANDARD   Range of Writing  EXPECTATION   6.W.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   Oregon English Language Arts and Literacy Standards  AREA  CONTENT STANDARD   College and Career Readiness Anchor Standards for Language  EXPECTATION   College and Career Readiness Anchor Standards for Language  EXPECTATION   Conventions of Standard English  EXPECTATION   CCRAL1 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.			Research to Build and Present Knowledge
BENCHMARK or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.  EXPECTATION / 6.W.9. Draw and cite evidence from literary or informational texts to support analysis, reflection, and research.  STANDARD / CONTENT AREA  CONTENT STANDARD / PROFICIENCY  BENCHMARK / STRAND  Range of Writing  EXPECTATION / 6.W.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 / CONTENT AREA  CONTENT AREA  CONTENT STANDARD / PROFICIENCY  BENCHMARK / College and Career Readiness Anchor Standards for Language  EXPECTATION / STRAND  CONVENT STANDARD / STRAND  CONVENT STANDARD / CONVENT STANDARD / STRAND  CONTENT STANDARD / STRAND  CONVENT STANDARD / CONVENT STANDARD / STRAND  CONVENT STRAND		6.W.7.	
BENCHMARK  STANDARD / CONTENT AREA  CONTENT STANDARD / PROFICIENCY  BENCHMARK / STRAND  CONTENT STANDARD / STRAND  EXPECTATION / BENCHMARK / CONTENT STANDARD / PROFICIENCY  CONTENT STRAND  CONTENT STRAND  CONTENT STRAND  CONTENT CONTENT AREA  CONTENT STANDARD / PROFICIENCY  BENCHMARK / CONTENT STANDARD / PROFICIENCY  BENCHMARK / CONTENT STANDARD / PROFICIENCY  CONTENT STANDARD / PROFICIENCY  BENCHMARK / CONTENT AREA  CONTENT STANDARD / PROFICIENCY  BENCHMARK / CONTENT STANDARD / PROFICIENCY  BENCHMARK / CONVENTIONS of Standard English  EXPECTATION / BENCHMARK  CORALL Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  EXPECTATION / BENCHMARK  CORALL Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		6.W.8.	or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic
CONTENT STANDARD / PROFICIENCY  BENCHMARK / STRAND  EXPECTATION / BENCHMARK / Oregon English Language Arts and Literacy Standards  CONTENT STANDARD / PROFICIENCY  BENCHMARK  CONTENT AREA  CONTENT STANDARD / CONTENT STANDARD / PROFICIENCY  BENCHMARK / Conventions of Standard English  EXPECTATION / STRAND  CONTENT STANDARD / PROFICIENCY  BENCHMARK / Conventions of Standard English  EXPECTATION / BENCHMARK / STRAND  CCRALL Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		6.W.9.	Draw and cite evidence from literary or informational texts to support analysis, reflection, and research.
BENCHMARK / STRAND  EXPECTATION / BENCHMARK / STRAND  EXPECTATION / BENCHMARK  CONTENT STANDARD / PROFICIENCY  BENCHMARK / CONVENTION / STRAND  CONTENT STANDARD / PROFICIENCY  BENCHMARK / CONVENTION / STRAND  CONTENT STANDARD / PROFICIENCY  BENCHMARK / COnventions of Standard English  EXPECTATION / BENCHMARK  CORP STRAND  CORP STANDARD / PROFICIENCY  BENCHMARK / CONVENTION / STRAND  CORP STANDARD / PROFICIENCY  BENCHMARK / CONVENTION / STRAND  CORP STANDARD / PROFICIENCY  BENCHMARK / CONVENTION / STRAND  CORP STANDARD / PROFICIENCY  BENCHMARK / CONVENTION / STRAND  CORP STANDARD / PROFICIENCY  BENCHMARK / CONVENTION / STRAND  CORP STANDARD / PROFICE / STRANDARD / PROFIC	STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
EXPECTATION / BENCHMARK   Conventions of Standard English grammar and usage when writing or speaking.  EXPECTATION / BENCHMARK   CORALL    CONTENT STANDARD / PROFICE INCOME  EXPECTATION / BENCHMARK   COnventions of Standard English grammar and usage when writing or speaking.  EXPECTATION / CCRALL   Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	STANDARD /		Writing
BENCHMARK single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.  Oregon English Language Arts and Literacy Standards  CONTENT AREA  CONTENT STANDARD / PROFICIENCY  BENCHMARK / STRAND  Conventions of Standard English  EXPECTATION / CCRA.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  EXPECTATION / CCRA.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.			Range of Writing
CONTENT STANDARD / PROFICIENCY  BENCHMARK / STRAND  CONVENTION / CCRA.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  EXPECTATION / CCRA.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		6.W.10.	
STANDARD / PROFICIENCY   BENCHMARK / STRAND   Conventions of Standard English	STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
EXPECTATION / BENCHMARK  CCRA.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  EXPECTATION / CCRA.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	STANDARD /		College and Career Readiness Anchor Standards for Language
BENCHMARK .  EXPECTATION / CCRA.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.			Conventions of Standard English
		CCRA.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
		CCRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

STANDARD	I
CONTENT	
AREA	

EXPECTATION 6.L.2b. Spell correctly.

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Knowledge of Language
EXPECTATION / BENCHMARK	CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	CCRA.L. 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.
EXPECTATION / BENCHMARK	CCRA.L.	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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT		Oregon English Language Arts and Literacy Standards  Language
CONTENT AREA CONTENT STANDARD /		
CONTENT AREA CONTENT STANDARD / PROFICIENCY		Language
CONTENT AREA  CONTENT STANDARD / PROFICIENCY  BENCHMARK / STRAND  EXPECTATION		Language  Conventions of Standard English  Demonstrate command of the conventions of standard English grammar and usage when writing or
CONTENT AREA  CONTENT STANDARD / PROFICIENCY  BENCHMARK / STRAND  EXPECTATION / BENCHMARK	6.L.1. 6.L.1e.	Conventions of Standard English  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  Recognize variations from standard English in their own and others' writing and speaking, and identify and use
CONTENT AREA  CONTENT STANDARD / PROFICIENCY  BENCHMARK / STRAND  EXPECTATION / BENCHMARK  EXPECTATION  STANDARD / CONTENT	6.L.1. 6.L.1e.	Language  Conventions of Standard English  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
CONTENT AREA  CONTENT STANDARD / PROFICIENCY  BENCHMARK / STRAND  EXPECTATION / BENCHMARK  EXPECTATION  STANDARD / CONTENT AREA  CONTENT STANDARD /	6.L.1. 6.L.1e.	Conventions of Standard English  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.  Oregon English Language Arts and Literacy Standards

STANDARD	I
CONTENT	
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## Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Knowledge of Language
EXPECTATION / BENCHMARK	6.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	6.L.3a.	Vary sentence patterns for meaning, reader/listener interest, and style.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	6.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	6.L.4a.	Use context as a clue to the meaning of a word or phrase.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT		Speaking and Listening
STANDARD / PROFICIENCY		Speaking and Listening
		Comprehension and Collaboration
PROFICIENCY BENCHMARK /	6.SL.1.	
PROFICIENCY  BENCHMARK / STRAND  EXPECTATION	6.SL.1b.	Comprehension and Collaboration  Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing
BENCHMARK / STRAND EXPECTATION / BENCHMARK		Comprehension and Collaboration  Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
PROFICIENCY  BENCHMARK / STRAND  EXPECTATION / BENCHMARK  EXPECTATION  STANDARD / CONTENT		Comprehension and Collaboration  Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.  Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
BENCHMARK / STRAND  EXPECTATION / BENCHMARK  EXPECTATION  STANDARD / CONTENT AREA  CONTENT STANDARD /		Comprehension and Collaboration  Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.  Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.  Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects

STANDARD / CONTENT AREA

BENCHMARK 8.WHST.4. purpose, and audience.

Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	6- 8.WHST.1 0.	Write routinely over extended time frames (time for 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.
		UNIT 8: FORMAL ESSAY MODELS Week 21 Page 193-202
		Oregon Academic Content Standards  Language Arts
		Grade 6 - Adopted: 2019/Effective 2021
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	CCRA.R. 1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / BENCHMARK	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / BENCHMARK	CCRA.R. 3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION / BENCHMARK	CCRA.R. 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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading

BENCHMARK / STRAND Integration of Knowledge and Ideas

EXPECTATION /		Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the
BENCHMARK	9.	approaches the authors take.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity
EXPECTATION / BENCHMARK	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	6.RL.1.	Analyze what the text says explicitly as well as inferentially; cite textual evidence to support the analysis.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	6.RL.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	6.RI.1.	Analyze what the text says explicitly as well as inferentially; cite textual evidence to support the analysis.
EXPECTATION / BENCHMARK	6.RI.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
EXPECTATION / BENCHMARK	6.RI.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.

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CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	6.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
EXPECTATION / BENCHMARK	6.RI.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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Integration of Knowledge and Ideas
EXPECTATION / BENCHMARK	6.RI.7.	Integrate information presented in different media or formats as well as in words to develop a coherent understanding of a topic or issue.
EXPECTATION / BENCHMARK	6.RI.9.	Compare and contrast one author's presentation of events with that of another.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT		Oregon English Language Arts and Literacy Standards  College and Career Readiness Anchor Standards for Writing
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CONTENT AREA CONTENT STANDARD / PROFICIENCY	CCRA.W.	College and Career Readiness Anchor Standards for Writing
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CONTENT AREA  CONTENT STANDARD / PROFICIENCY  BENCHMARK / STRAND  EXPECTATION / BENCHMARK  STANDARD / CONTENT		College and Career Readiness Anchor Standards for Writing  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.
CONTENT AREA  CONTENT STANDARD / PROFICIENCY  BENCHMARK / STRAND  EXPECTATION / BENCHMARK  STANDARD / CONTENT AREA  CONTENT STANDARD /		College and Career Readiness Anchor Standards for Writing  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.  Oregon English Language Arts and Literacy Standards
CONTENT AREA  CONTENT STANDARD / PROFICIENCY  BENCHMARK / STRAND  EXPECTATION / BENCHMARK  STANDARD / CONTENT AREA  CONTENT STANDARD / PROFICIENCY  BENCHMARK /	2.	College and Career Readiness Anchor Standards for Writing  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.  Oregon English Language Arts and Literacy Standards  College and Career Readiness Anchor Standards for Writing

EXPECTATION / BENCHMARK	CCRA.W.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Research to Build and Present Knowledge
EXPECTATION / BENCHMARK	CCRA.W. 7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
EXPECTATION / BENCHMARK	CCRA.W. 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.
EXPECTATION / BENCHMARK	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
		Oregon English Language Arts and Literacy Standards
STANDARD / CONTENT AREA		and the second s
CONTENT		College and Career Readiness Anchor Standards for Writing
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CONTENT AREA  CONTENT STANDARD / PROFICIENCY  BENCHMARK / STRAND  EXPECTATION /	CCRA.W. 10.	College and Career Readiness Anchor Standards for Writing
CONTENT AREA  CONTENT STANDARD / PROFICIENCY  BENCHMARK / STRAND  EXPECTATION /		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
CONTENT AREA  CONTENT STANDARD / PROFICIENCY  BENCHMARK / STRAND  EXPECTATION / BENCHMARK  STANDARD / CONTENT		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) for a range of tasks, purposes, and audiences.
CONTENT AREA  CONTENT STANDARD / PROFICIENCY  BENCHMARK / STRAND  EXPECTATION / BENCHMARK  STANDARD / CONTENT AREA  CONTENT STANDARD /		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) for a range of tasks, purposes, and audiences.  Oregon English Language Arts and Literacy Standards
CONTENT AREA  CONTENT STANDARD / PROFICIENCY  BENCHMARK / STRAND  EXPECTATION / BENCHMARK  STANDARD / CONTENT AREA  CONTENT STANDARD / PROFICIENCY  BENCHMARK /	10.	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) for a range of tasks, purposes, and audiences.  Oregon English Language Arts and Literacy Standards  Writing
CONTENT AREA  CONTENT STANDARD / PROFICIENCY  BENCHMARK / STRAND  EXPECTATION / BENCHMARK  STANDARD / CONTENT AREA  CONTENT STANDARD / PROFICIENCY  BENCHMARK / STRAND  EXPECTATION	10.	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) for a range of tasks, purposes, and audiences.  Oregon English Language Arts and Literacy Standards  Writing  Text Types and Purposes
CONTENT STANDARD / PROFICIENCY  BENCHMARK / STRAND  EXPECTATION / BENCHMARK  STANDARD / CONTENT AREA  CONTENT STANDARD / PROFICIENCY  BENCHMARK / STRAND  EXPECTATION / BENCHMARK / STRAND	6.W.1.	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) for a range of tasks, purposes, and audiences.  Oregon English Language Arts and Literacy Standards  Writing  Text Types and Purposes  Write arguments to support claims with clear reasons and relevant evidence.
CONTENT STANDARD / PROFICIENCY  BENCHMARK / STRAND  EXPECTATION / BENCHMARK  STANDARD / CONTENT AREA  CONTENT STANDARD / PROFICIENCY  BENCHMARK / STRAND  EXPECTATION / BENCHMARK / STRAND  EXPECTATION / BENCHMARK / CONTENT STANDARD / CONTENT	6.W.1.	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) for a range of tasks, purposes, and audiences.  Oregon English Language Arts and Literacy Standards  Writing  Text Types and Purposes  Write arguments to support claims with clear reasons and relevant evidence.  Establish and maintain an appropriate style for content, purpose, and audience.
CONTENT STANDARD / PROFICIENCY  BENCHMARK / STRAND  EXPECTATION / BENCHMARK  STANDARD / CONTENT AREA  CONTENT STANDARD / PROFICIENCY  BENCHMARK / STRAND  EXPECTATION / BENCHMARK  EXPECTATION / BENCHMARK  EXPECTATION / BENCHMARK  EXPECTATION / CONTENT AREA  CONTENT AREA	6.W.1.	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) for a range of tasks, purposes, and audiences.  Oregon English Language Arts and Literacy Standards  Writing  Text Types and Purposes  Write arguments to support claims with clear reasons and relevant evidence.  Establish and maintain an appropriate style for content, purpose, and audience.  Oregon English Language Arts and Literacy Standards

expectation 6.W.2b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.  EXPECTATION 6.W.2b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.  EXPECTATION 6.W.2c. Establish and maintain an appropriate style for content, purpose, and audience.  EXPECTATION 6.W.2c. Provide a concluding statement or section that follows from the information or explanation presented.  STANDARD / Oregon English Language Arts and Literacy Standards  Writing  Text Types and Purposes  STANDARD / Text Types and Purposes  STANDARD / SENCHMARK / Text Types and Purposes  STANDARD / SENCHMARK / Use practise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.  STANDARD / Oregon English Language Arts and Literacy Standards  CONTENT STANDARD / Oregon English Language Arts and Literacy Standards  STANDARD / Oregon English Language Arts and Literacy Standards  STANDARD / Oregon English Language Arts and Literacy Standards  Writing  STANDARD / Oregon English Language Arts and Literacy Standards  Writing  STANDARD / Oregon English Language Arts and Literacy Standards  Writing  STANDARD / Oregon English Language Arts and Literacy Standards  Writing  STANDARD / Oregon English Language Arts and Literacy Standards  EXPECTATION / 6.W.4. Production and Distribution of Writing  STANDARD / Oregon English Language Arts and Literacy Standards Language are defined in standards 1-3 above)  EXPECTATION / 6.W.5. Use technology, including the Internet, to produce and publish writing and to link to and cite sources, as well as to interact and collaborate with others.  Oregon English Language Arts and Literacy Standards			
EXPECTATION 6.W.2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.  EXPECTATION 6.W.2e. Establish and maintain an appropriate style for content, purpose, and audience.  EXPECTATION 6.W.2d. Provide a concluding statement or section that follows from the information or explanation presented.  STANDARD / SOUTHERT STANDARD / Writing  Writing  Text Types and Purposes  STANDARD / SENCEMARK   Text Types and Purposes  STANDARD / SENCEMARK   Text Types and Purposes  STANDARD / SENCEMARK   Writing statement or section that follows from the information or explanation presented.  STANDARD / SENCEMARK   Text Types and Purposes  STANDARD / SENCEMARK   Writing statement or section that follows from the information or explanation presented.  STANDARD / SENCEMARK   Sencemar	EXPECTATION	6.W.2a.	comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful in aiding
EXPECTATION 6.W.2e. Establish and maintain an appropriate style for content, purpose, and audience.  EXPECTATION 6.W.2i. Provide a concluding statement or section that follows from the information or explanation presented.  STANDARD / SONTENT  G.W.3d. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.  STANDARD / SONTENT STANDARD / SONTENT STANDARD / SONTENT STANDARD / ST	EXPECTATION	6.W.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION 8.W2f. Provide a concluding statement or section that follows from the information or explanation presented.  STANDARD / SONTENT STANDARD / SONTENT  Oregon English Language Arts and Literacy Standards  EXPECTATION 6.W.3d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.  STANDARD / SONTENT  STANDARD / STA	EXPECTATION	6.W.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
Oregon English Language Arts and Literacy Standards  Writing  Text Types and Purposes  STANDARD / PROFICIENCY  EXPECTATION 6.W.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.  EXPECTATION 6.W.3. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.  Oregon English Language Arts and Literacy Standards  Writing  Writing  Production and Distribution of Writing  EXPECTATION 6.W.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).  EXPECTATION 6.W.5. With some guidance and support, develop and strengthen writing as needed by planning, revising, editing, rewriting, or typing a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)  EXPECTATION 6.W.6. Use technology, including the Internet, to produce and publish writing and to link to and citie sources, as well as to interact and collaborate with others.  STANDARD / Oregon English Language Arts and Literacy Standards  CONTENT STANDARD / Oregon English Language Arts and Literacy Standards  Writing  Research to Build and Present Knowledge	EXPECTATION	6.W.2e.	Establish and maintain an appropriate style for content, purpose, and audience.
CONTENT STANDARD / PROFICIENCY  BENCHMARK /  EXPECTATION  6.W.3.  Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.  EXPECTATION  6.W.3.  Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.  STANDARD / CONTENT STANDARD / CONTENT STANDARD / Production and Distribution of Writing  EXPECTATION / SENCHMARK / 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.)  EXPECTATION / SENCHMARK / SEXPECTATION / SENCHMARK	EXPECTATION	6.W.2f.	Provide a concluding statement or section that follows from the information or explanation presented.
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EXPECTATION 6.W.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.  EXPECTATION 6.W.3. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.  Oregon English Language Arts and Literacy Standards  Writing  BENCHMARK / Production and Distribution of Writing  EXPECTATION 6.W.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.)  EXPECTATION / 6.W.5. Writh some guidance and support, 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.)  EXPECTATION / 6.W.6. Use technology, including the Internet, to produce and publish writing and to link to and cite sources, as well as to interact and collaborate with others.  STANDARD / DONTENT (REAL CONTENT (REAL CONTEN	CONTENT STANDARD / PROFICIENCY		Writing
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events.  Oregon English Language Arts and Literacy Standards  CONTENT STANDARD / PROFICIENCY  BENCHMARK / Production and Distribution of Writing  EXPECTATION / 6.W.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.)  EXPECTATION / 6.W.5. Writh some guidance and support, 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.)  EXPECTATION / 6.W.6. Use technology, including the Internet, to produce and publish writing and to link to and cite sources, as well as to interact and collaborate with others.  Oregon English Language Arts and Literacy Standards  Oregon English Language Arts and Literacy Standards  Writing  Research to Build and Present Knowledge	EXPECTATION / BENCHMARK	6.W.3.	
CONTENT RREA  CONTENT RREA  Writing  Production and Distribution of Writing  EXPECTATION / 6.W.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.)  EXPECTATION / 6.W.5. Writh some guidance and support, 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.)  EXPECTATION / 6.W.6. Use technology, including the Internet, to produce and publish writing and to link to and cite sources, as well as to interact and collaborate with others.  STANDARD / CONTENT STANDARD / PROFICIENCY  BENCHMARK / Research to Build and Present Knowledge	EXPECTATION	6.W.3d.	
BENCHMARK / Production and Distribution of Writing  EXPECTATION / BENCHMARK  EXPECTATION / BENCHMARK   With some guidance and support, 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.)  EXPECTATION / BENCHMARK   BENCHMARK    Use technology, including the Internet, to produce and publish writing and to link to and cite sources, as well as to interact and collaborate with others.  Oregon English Language Arts and Literacy Standards  Writing  Research to Build and Present Knowledge			
EXPECTATION / 6.W.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.)  EXPECTATION / 6.W.5. With some guidance and support, 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.)  EXPECTATION / 6.W.6. Use technology, including the Internet, to produce and publish writing and to link to and cite sources, as well as to interact and collaborate with others.  STANDARD / CONTENT STANDARD / PROFICIENCY  BENCHMARK / Research to Build and Present Knowledge	STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
BENCHMARK purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)  EXPECTATION / 6.W.5. With some guidance and support, 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.)  EXPECTATION / 6.W.6. Use technology, including the Internet, to produce and publish writing and to link to and cite sources, as well as to interact and collaborate with others.  ETANDARD / CONTENT STANDARD / PROFICIENCY  BENCHMARK / Research to Build and Present Knowledge	CONTENT		
DENCHMARK or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)  EXPECTATION / BENCHMARK  Use technology, including the Internet, to produce and publish writing and to link to and cite sources, as well as to interact and collaborate with others.  Oregon English Language Arts and Literacy Standards  CONTENT AREA  CONTENT STANDARD / PROFICIENCY  BENCHMARK / Research to Build and Present Knowledge	CONTENT AREA CONTENT STANDARD /		Writing
BENCHMARK interact and collaborate with others.  Oregon English Language Arts and Literacy Standards  CONTENT AREA  Writing  BENCHMARK / Research to Build and Present Knowledge	CONTENT AREA CONTENT STANDARD / PROFICIENCY	6.W.4.	Writing  Production and Distribution of Writing  Produce clear and coherent writing in which the development, organization, and style are appropriate to task,
CONTENT CONTENT STANDARD / PROFICIENCY  BENCHMARK /  Research to Build and Present Knowledge	CONTENT AREA  CONTENT STANDARD / PROFICIENCY  BENCHMARK / STRAND  EXPECTATION /		Writing  Production and Distribution of Writing  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, 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
ST ANDARD / PROFICIENCY  BENCHMARK / Research to Build and Present Knowledge	CONTENT AREA  CONTENT STANDARD / PROFICIENCY  BENCHMARK / STRAND  EXPECTATION / BENCHMARK	6.W.5.	Production and Distribution of Writing  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, 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 and to link to and cite sources, as well as to
	CONTENT AREA  CONTENT STANDARD / PROFICIENCY  BENCHMARK / STRAND  EXPECTATION / BENCHMARK  EXPECTATION / BENCHMARK	6.W.5.	Production and Distribution of Writing  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, 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 and to link to and cite sources, as well as to interact and collaborate with others.
	CONTENT AREA  CONTENT STANDARD / PROFICIENCY  BENCHMARK / STRAND  EXPECTATION / BENCHMARK  EXPECTATION / BENCHMARK  EXPECTATION / BENCHMARK  EXPECTATION / BENCHMARK	6.W.5.	Production and Distribution of Writing  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, 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 and to link to and cite sources, as well as to interact and collaborate with others.  Oregon English Language Arts and Literacy Standards

EXPECTATION / BENCHMARK	6.W.7.	Conduct short research projects to answer a question, drawing on several sources, and refocusing the inquiry when appropriate.
EXPECTATION / BENCHMARK	6.W.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.
EXPECTATION / BENCHMARK	6.W.9.	Draw and cite evidence from literary or informational texts to support analysis, reflection, and research.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	6.W.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 / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	CCRA.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / BENCHMARK	CCRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Knowledge of Language
EXPECTATION / BENCHMARK	CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language

BENCHMARK /		Vocabulary Acquisition and Use
STRAND		
EXPECTATION / BENCHMARK	CCRA.L. 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.
EXPECTATION / BENCHMARK	CCRA.L. 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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECT ATION / BENCHMARK	6.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	6.L.1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	6.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	6.L.2b.	Spell correctly.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Knowledge of Language
EXPECTATION / BENCHMARK	6.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	6.L.3a.	Vary sentence patterns for meaning, reader/listener interest, and style.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language

BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	6.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	6.L.4a.	Use context as a clue to the meaning of a word or phrase.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	CCRA.SL .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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	6.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	6.SL.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	6.SL.1b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
EXPECTATION	6.SL.1c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
STANDARD / CONTENT AREA		Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK		Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONTENT AREA		Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects
CONTENT STANDARD / PROFICIENCY		Writing

BENCHMARK / STRAND		Research to Build and Present Knowledge
EXPECTATION / BENCHMARK	6- 8.WHST.9.	Draw evidence from informational texts to support analysis, reflection, and research.
STANDARD / CONTENT AREA		Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	6- 8.WHST.1 0.	Write routinely over extended time frames (time for 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.
		UNIT 9: FORMAL CRITIQUE Week 22 Page 203-219
		Oregon Academic Content Standards
		Language Arts Grade 6 - Adopted: 2019/Effective 2021
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STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	CCRA.R.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / BENCHMARK	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / BENCHMARK	CCRA.R.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION / BENCHMARK	CCRA.R. 6.	Assess how point of view or purpose shapes the content and style of a text.

<b>STANDARD</b>	ı
CONTENT	
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CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity
EXPECTATION / BENCHMARK	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	6.RL.1.	Analyze what the text says explicitly as well as inferentially; cite textual evidence to support the analysis.
EXPECTATION / BENCHMARK	6.RL.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
EXPECTATION / BENCHMARK	6.RL.3.	Describe how a particular literary text's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT		Oregon English Language Arts and Literacy Standards  Reading Literature
CONTENT AREA CONTENT STANDARD /		
CONTENT AREA CONTENT STANDARD / PROFICIENCY	6.RL.4.	Reading Literature
CONTENT AREA  CONTENT STANDARD / PROFICIENCY  BENCHMARK / STRAND  EXPECTATION /	6.RL.4. 6.RL.5.	Reading Literature  Craft and Structure  Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and
CONTENT AREA  CONTENT ST ANDARD / PROFICIENCY  BENCHMARK / ST RAND  EXPECTATION / BENCHMARK		Reading Literature  Craft and Structure  Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.  Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to
CONTENT AREA  CONTENT STANDARD / PROFICIENCY  BENCHMARK / STRAND  EXPECTATION / BENCHMARK  EXPECTATION / BENCHMARK  EXPECTATION /	6.RL.5.	Reading Literature  Craft and Structure  Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.  Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
CONTENT AREA  CONTENT STANDARD / PROFICIENCY  BENCHMARK / STRAND  EXPECTATION / BENCHMARK  EXPECTATION / BENCHMARK  EXPECTATION / BENCHMARK  EXPECTATION / BENCHMARK  STANDARD / CONTENT	6.RL.5.	Craft and Structure  Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.  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 develops the point of view or perspective of the narrator or speaker in a text.

EXPECTATION / BENCHMARK	6.RL.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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	6.RI.1.	Analyze what the text says explicitly as well as inferentially; cite textual evidence to support the analysis.
EXPECTATION / BENCHMARK	6.RI.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
EXPECTATION / BENCHMARK	6.RI.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	6.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
ST ANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD I PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Integration of Knowledge and Ideas
EXPECTATION / BENCHMARK	6.RI.7.	Integrate information presented in different media or formats as well as in words to develop a coherent understanding of a topic or issue.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	CCRA.W.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

# STANDARD / CONTENT

**EXPECTATION** 

/ BENCHMARK

6.W.3.

#### Oregon English Language Arts and Literacy Standards

AREA		
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
EXPECTATION / BENCHMARK	CCRA.W.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	CCRA.W. 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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	6.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	6.W.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes

EXPECTATION 6.W.3a. 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.

 $Write\ narratives\ to\ develop\ real\ or\ imagined\ experiences\ or\ events\ using\ effective\ technique,\ relevant\ descriptive\ details,\ and\ well-structured\ event\ sequences.$ 

EXPECTATION	6.W.3b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
EXPECTATION	6.W.3d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
EXPECTATION	6.W.3e.	Provide a conclusion that follows from the narrated experiences or events.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	6.W.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.)
EXPECTATION / BENCHMARK	6.W.5.	With some guidance and support, 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.)
EXPECTATION / BENCHMARK	6.W.6.	Use technology, including the Internet, to produce and publish writing and to link to and cite sources, as well as to interact and collaborate with others.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Research to Build and Present Knowledge
EXPECTATION / BENCHMARK	6.W.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 / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
STANDARD /		Writing  Range of Writing
ST ANDARD / PROFICIENCY BENCHMARK /	6.W.10.	

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	CCRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Knowledge of Language
EXPECTATION / BENCHMARK	CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
	CCRA.L.	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.
STRAND  EXPECTATION /		Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues,
EXPECTATION / BENCHMARK  EXPECTATION /	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.
EXPECTATION / BENCHMARK  EXPECTATION / BENCHMARK  EXPECTATION /	4. CCRA.L. 5.	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.  Demonstrate understanding of figurative language, word relationships and nuances in word meanings.  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
EXPECTATION / BENCHMARK  EXPECTATION / BENCHMARK  EXPECTATION / BENCHMARK  STANDARD / CONTENT	4. CCRA.L. 5.	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.  Demonstrate understanding of figurative language, word relationships and nuances in word meanings.  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.
EXPECTATION / BENCHMARK  EXPECTATION / BENCHMARK  EXPECTATION / BENCHMARK  STANDARD / CONTENT AREA  CONTENT STANDARD /	4. CCRA.L. 5.	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.  Demonstrate understanding of figurative language, word relationships and nuances in word meanings.  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.  Oregon English Language Arts and Literacy Standards
EXPECTATION / BENCHMARK  EXPECTATION / BENCHMARK  EXPECTATION / BENCHMARK  STANDARD / CONTENT AREA  CONTENT STANDARD / PROFICIENCY  BENCHMARK /	4. CCRA.L. 5. CCRA.L. 6.	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.  Demonstrate understanding of figurative language, word relationships and nuances in word meanings.  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.  Oregon English Language Arts and Literacy Standards  Language
EXPECTATION / BENCHMARK  EXPECTATION / BENCHMARK  EXPECTATION / BENCHMARK  STANDARD / CONTENT AREA  CONTENT STANDARD / PROFICIENCY  BENCHMARK / STRAND	4. CCRA.L. 5. CCRA.L. 6.	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.  Demonstrate understanding of figurative language, word relationships and nuances in word meanings.  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.  Oregon English Language Arts and Literacy Standards  Language  Conventions of Standard English  Demonstrate command of the conventions of standard English grammar and usage when writing or

STANDARD / CONTENT **AREA** 

CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	6.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	6.L.2b.	Spell correctly.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Knowledge of Language
EXPECTATION / BENCHMARK	6.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	6.L.3b.	Maintain consistency in style and tone.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	6.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	6.L.4a.	Use context as a clue to the meaning of a word or phrase.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	CCRA.SL .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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration

EXPECTATION / BENCHMARK	6.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	6.SL.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	6.SL.1b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
EXPECTATION	6.SL.1c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
ST ANDARD / CONTENT AREA		Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	6- 8.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONTENT AREA		Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	6- 8.WHST.1 0.	Write routinely over extended time frames (time for 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.
		UNIT 9: FORMAL CRITIQUE Week 23 Page 221-230
STANDARD /		Oregon Academic Content Standards  Language Arts  Grade 6 - Adopted: 2019/Effective 2021  Oregon English Language Arts and Literacy Standards

STANDARD
CONTENT
AREA

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	CCRA.R. 1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / BENCHMARK	CCRA.R.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

EXPECTATION / BENCHMARK	CCRA.R. 3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION / BENCHMARK	CCRA.R.	Assess how point of view or purpose shapes the content and style of a text.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity
EXPECTATION / BENCHMARK	CCRA.R.	Read and comprehend complex literary and informational texts independently and proficiently.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	6.RL.1.	Analyze what the text says explicitly as well as inferentially; cite textual evidence to support the analysis.
EXPECTATION / BENCHMARK	6.RL.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
EXPECTATION / BENCHMARK	6.RL.3.	Describe how a particular literary text's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Craft and Structure

EXPECTATION / BENCHMARK	6.RL.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
EXPECTATION / BENCHMARK	6.RL.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.
EXPECTATION / BENCHMARK	6.RL.6.	Explain how an author develops the point of view or perspective of the narrator or speaker in a text.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity
EXPECTATION / BENCHMARK	6.RL.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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD /		Reading Informational Text
PROFICIENCY		
BENCHMARK / STRAND		Key Ideas and Details
BENCHMARK /	6.RI.1.	Key Ideas and Details  Analyze what the text says explicitly as well as inferentially; cite textual evidence to support the analysis.
BENCHMARK / STRAND	6.RI.1. 6.RI.2.	
BENCHMARK / STRAND  EXPECTATION / BENCHMARK  EXPECTATION /		Analyze what the text says explicitly as well as inferentially; cite textual evidence to support the analysis.  Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text
EXPECTATION / BENCHMARK  EXPECTATION / BENCHMARK  EXPECTATION / BENCHMARK	6.RI.2.	Analyze what the text says explicitly as well as inferentially; cite textual evidence to support the analysis.  Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
EXPECTATION / BENCHMARK  EXPECTATION / BENCHMARK  EXPECTATION / BENCHMARK  EXPECTATION / BENCHMARK  STANDARD / CONTENT	6.RI.2.	Analyze what the text says explicitly as well as inferentially; cite textual evidence to support the analysis.  Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.  Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.
EXPECTATION / BENCHMARK  EXPECTATION / BENCHMARK  EXPECTATION / BENCHMARK  EXPECTATION / BENCHMARK  STANDARD / CONTENT AREA  CONTENT STANDARD /	6.RI.2.	Analyze what the text says explicitly as well as inferentially; cite textual evidence to support the analysis.  Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.  Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.  Oregon English Language Arts and Literacy Standards
EXPECTATION / BENCHMARK  EXPECTATION / BENCHMARK  EXPECTATION / BENCHMARK  EXPECTATION / BENCHMARK  STANDARD / CONTENT AREA  CONTENT STANDARD / PROFICIENCY  BENCHMARK /	6.RI.2.	Analyze what the text says explicitly as well as inferentially; cite textual evidence to support the analysis.  Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.  Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.  Oregon English Language Arts and Literacy Standards  Reading Informational Text

CONTENT STANDARD /		Reading Informational Text
BENCHMARK /		Integration of Knowledge and Ideas
STRAND		
EXPECTATION / BENCHMARK	6.RI.7.	Integrate information presented in different media or formats as well as in words to develop a coherent understanding of a topic or issue.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	CCRA.W.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
EXPECTATION / BENCHMARK	CCRA.W.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	CCRA.W.	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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing

CONTENT STANDARD / PROFICIENCY  BENCHMARK /  EXPECTATION 6.W.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.  EXPECTATION 6.W.3. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.  EXPECTATION 6.W.3b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.  EXPECTATION 6.W.3d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.  EXPECTATION 6.W.3c. Provide a conclusion that follows from the narrated experiences or events.  EXPECTATION 6.W.3e. Provide a conclusion that follows from the narrated experiences or events.  EXPECTATION 6.W.3c. Provide a conclusion that follows from the narrated experiences or events.  EXPECTATION 6.W.3c. Provide a conclusion that follows from the narrated experiences or events.  EXPECTATION 6.W.3c. Production and Distribution of Writing  EXPECTATION 6.W.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 synes are defined in standards 1–3 above.)  EXPECTATION 6.W.5. With some guidance and support, 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.)  EXPECTATION 6.W.6. Use technology, including the Internet, to produce and publish writing and to link to and cite sources, as well as to interact and collaborate with others.			
SENCHMARK   Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.    STANDARD   Oregon English Language Arts and Literacy Standards			Text Types and Purposes
STANDARD / CONTENT STANDARD / Production and Distribution of Writing  STANDARD / Production and Distribution of Writing  STANDARD / Production and Distribution of Writing  STANDARD / STANDARD / SW4.  EXPECTATION 6.W.3. Write narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. Organize an event sequence that unfolds naturally and logically.  EXPECTATION 6.W.3b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.  EXPECTATION 6.W.3d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.  EXPECTATION 6.W.3e. Provide a conclusion that follows from the narrated experiences or events.  EXPECTATION 6.W.3e. Provide a conclusion that follows from the narrated experiences or events.  EXPECTATION 6.W.3e. Production and Distribution of Writing  EXPECTATION 6.W.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.)  EXPECTATION 6.W.5. With some guidance and support, 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.)  EXPECTATION 7. 6.W.5. Use technology, including the internet to produce and publish writing and to link to and cite sources, as well as to interact and collaborate with others.  EXPECTATION 7. 6.W.6. Use technology, including the internet to produce and publish writing and to link to and cite sources, as well as to interact and collaborate with others.		6.W.2.	
AREA  CONTENT STANDARD / Production and Distribution of Writing  EXPECTATION 6.W.3. Writing  EXPECTATION 6.W.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.  EXPECTATION 6.W.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.  EXPECTATION 6.W.3a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.  EXPECTATION 6.W.3b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.  EXPECTATION 6.W.3d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.  EXPECTATION 6.W.3a. Provide a conclusion that follows from the narrated experiences or events.  EXPECTATION 6.W.3a. Provide a conclusion that follows from the narrated experiences or events.  EXPECTATION 6.W.3a. Provide a conclusion that follows from the narrated experiences or events.  EXPECTATION 6.W.3a. Provide a conclusion that follows from the narrated experiences or events.  EXPECTATION 6.W.3a. Provide a conclusion that follows from the narrated experiences or events.  EXPECTATION 6.W.3a. Provide a conclusion that follows from the narrated experiences or events.  EXPECTATION 6.W.3a. Provide a conclusion that follows from the narrated experiences or events.  EXPECTATION 6.W.3a. Provide a conclusion that follows from the narrated experiences or events.  EXPECTATION 6.W.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.)  EXPECTATION 6.W.5. With some guidance and support, develop and strengthen writing as needed by planning, revising, editing	EXPECTATION	6.W.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
BENCHMARK / STRAND  EXPECTATION 6.W.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.  EXPECTATION 6.W.3. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.  EXPECTATION 6.W.3. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.  EXPECTATION 6.W.3. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.  EXPECTATION 6.W.3. Provide a conclusion that follows from the narrated experiences or events.  STANDARD / CONTENT AREA  CONTENT STANDARD / Production and Distribution of Writing  BENCHMARK / Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for 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.)  EXPECTATION 6.W.6. Use technology, including the Internet, to produce and publish writing and to link to and cite sources, as well as to interact and collaborate with others.  Oregon English Language Arts and Literacy Standards	STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
EXPECTATION 6.W.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.  EXPECTATION 6.W.3a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.  EXPECTATION 6.W.3b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.  EXPECTATION 6.W.3d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.  EXPECTATION 6.W.3e. Provide a conclusion that follows from the narrated experiences or events.  STANDARD / CONTENT AREA  Oregon English Language Arts and Literacy Standards  Writing  EXPECTATION 6.W.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.)  EXPECTATION 6.W.5. With some guidance and support, 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.)  EXPECTATION 6.W.6. Use technology, including the Internet, to produce and publish writing and to link to and cite sources, as well as to interact and collaborate with others.  STANDARD / Oregon English Language Arts and Literacy Standards  Oregon English Language Arts and Literacy Standards	STANDARD /		Writing
BENCHMARK   Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.    EXPECTATION   6.W.3a.   Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.    EXPECTATION   6.W.3b.   Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.    EXPECTATION   6.W.3d.   Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.    EXPECTATION   6.W.3e.   Provide a conclusion that follows from the narrated experiences or events.    STANDARD   CONTENT STANDARD			Text Types and Purposes
EXPECTATION 6.W.3b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.  EXPECTATION 6.W.3d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.  EXPECTATION 6.W.3e. Provide a conclusion that follows from the narrated experiences or events.  STANDARD / CONTENT AREA  CONTENT Writing  Production and Distribution of Writing  EXPECTATION 6.W.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.)  EXPECTATION 6.W.5. With some guidance and support, 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.)  EXPECTATION 6.W.6. Use technology, including the Internet, to produce and publish writing and to link to and cite sources, as well as to interact and collaborate with others.  Oregon English Language Arts and Literacy Standards  Oregon English Language Arts and Literacy Standards		6.W.3.	
EXPECTATION 6.W.3d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.  EXPECTATION 6.W.3e. Provide a conclusion that follows from the narrated experiences or events.  STANDARD / CONTENT AREA  CONTENT STANDARD / PROFICIENCY  BENCHMARK / Production and Distribution of Writing  EXPECTATION / 6.W.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.)  EXPECTATION / 6.W.5. With some guidance and support, 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.)  EXPECTATION / 6.W.6. Use technology, including the Internet, to produce and publish writing and to link to and cite sources, as well as to interact and collaborate with others.  STANDARD / CONTENT  Oregon English Language Arts and Literacy Standards	EXPECTATION	6.W.3a.	
events.  EXPECTATION 6.W.3e. Provide a conclusion that follows from the narrated experiences or events.  STANDARD / CONTENT AREA  CONTENT STANDARD / PROFICIENCY  BENCHMARK / Production and Distribution of Writing  EXPECTATION / 6.W.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.)  EXPECTATION / 6.W.5. With some guidance and support, 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.)  EXPECTATION / 6.W.6. Use technology, including the Internet, to produce and publish writing and to link to and cite sources, as well as to interact and collaborate with others.  STANDARD / CONTENT  Oregon English Language Arts and Literacy Standards  Oregon English Language Arts and Literacy Standards	EXPECTATION	6.W.3b.	
CONTENT AREA  CONTENT STANDARD / PROFICIENCY  BENCHMARK / STRAND  EXPECTATION / BENCHMARK  CO.W.5. With some guidance and support, develop and strengthen writing as needed by planning, revising, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)  EXPECTATION / BENCHMARK  CO.W.6. Use technology, including the Internet, to produce and publish writing and to link to and cite sources, as well as to interact and collaborate with others.  CONTENT  Oregon English Language Arts and Literacy Standards  Oregon English Language Arts and Literacy Standards	EXPECTATION	6.W.3d.	
CONTENT STANDARD / PROFICIENCY  BENCHMARK / STRAND  AND  EXPECTATION / BENCHMARK  BENCHMARK  Oregon English Language Arts and Literacy Standards  Writing  Writing  Writing  Production and Distribution of Writing  Production and Distribution of Writing  STRAND  And  Production and Distribution of Writing  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, 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.)  EXPECTATION / BENCHMARK  Oregon English Language Arts and Literacy Standards  Oregon English Language Arts and Literacy Standards	EXPECTATION	6.W.3e.	Provide a conclusion that follows from the narrated experiences or events.
BENCHMARK   Production and Distribution of Writing	STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
EXPECTATION / BENCHMARK  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.)  EXPECTATION / BENCHMARK  With some guidance and support, 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.)  EXPECTATION / BENCHMARK  Use technology, including the Internet, to produce and publish writing and to link to and cite sources, as well as to interact and collaborate with others.  Oregon English Language Arts and Literacy Standards	STANDARD /		Writing
BENCHMARK purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)  EXPECTATION / BENCHMARK 6.W.5. With some guidance and support, 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.)  EXPECTATION / BENCHMARK 6.W.6. Use technology, including the Internet, to produce and publish writing and to link to and cite sources, as well as to interact and collaborate with others.  Oregon English Language Arts and Literacy Standards			Production and Distribution of Writing
BENCHMARK or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)  EXPECTATION / 6.W.6. Use technology, including the Internet, to produce and publish writing and to link to and cite sources, as well as to interact and collaborate with others.  STANDARD / CONTENT  Oregon English Language Arts and Literacy Standards		6.W.4.	
BENCHMARK interact and collaborate with others.  STANDARD / Oregon English Language Arts and Literacy Standards CONTENT		6.W.5.	or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to
CONTENT		6.W.6.	
	STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT Writing STANDARD / PROFICIENCY	STANDARD /		Writing
	BENCHMARK / STRAND		Research to Build and Present Knowledge

EXPECTATION / BENCHMARK	6.W.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 / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	6.W.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 / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	CCRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Knowledge of Language
EXPECTATION / BENCHMARK	CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	CCRA.L.	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.
EXPECTATION / BENCHMARK	CCRA.L.	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

EMPECTATION CCIVAL Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, spealing, and istering at the college and camer readiness level demonstrate independence in gathering wordship writing and several part of the part o			
CONTENT ST ANDARD / BENCHMARK / STRAND CONTENT ST ANDARD / BENCHMARK / BENCHMARK / STANDARD / BENCHMARK / BENCHMARK / STANDARD / BENCHMARK / BENCHMARK / CONTENT STANDARD / BENCHMARK / BE			reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in
STANDARD / PROPERTIENCY  BENCHMARK / Conventions of Standard English  EXPECTATION 6.L.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  EXPECTATION 6.L.1. Properties of Standard English in their own and others' writing and speaking, and identify and use stategies to improve expression in conventional language.  STANDARD / CONTENT STANDARD / PROPERTIES OF STANDAR	CONTENT		Oregon English Language Arts and Literacy Standards
EXPECTATION 6.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or JERICHMARK 6.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or JERICHMARK 6.1.2. Recognize variations from standard English in their own and others' writing and speaking, and identity and use strategies to improve expression in conventional language.  ST ANDARD / CONTENT AREA  CONTENT ST ANDARD / PROFICIENCY  BENCHMARK / Conventions of Standard English  EXPECTATION 6.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  EXPECTATION 6.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  EXPECTATION 6.1.2. Spell correctly.  ST ANDARD / CONTENT STANDARD / PROFICIENCY  BENCHMARK / Knowledge of Language Arts and Literacy Standards  CONTENT STANDARD / CONTENT AREA  CONTENT AREA  CONTENT CONTENT STANDARD / CONTENT AREA  Language  EXPECTATION 6.1.3. Use knowledge of Language Arts and Literacy Standards  CONTENT AREA  CONTENT AREA  CONTENT AREA  Language  EXPECTATION 6.1.3. Use knowledge of Language Arts and Literacy Standards  CONTENT STANDARD / CONTENT STANDARD / CONTENT AREA  CONTENT AREA  Language  EXPECTATION 6.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade of reading and content, choosing floxibly from a range of strategies.	STANDARD /		Language
SENCHMARK   Speaking.			Conventions of Standard English
STANDARD / CONTENT AREA  CONTENT STANDARD / EXPECTATION 6.L.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  EXPECTATION 6.L.2b. Spell correctly.  STANDARD / CONTENT AREA  CONTENT STANDARD / CONTENT AREA  CONTENT		6.L.1.	
CONTENT STANDARD / PROFICIENCY  BENCHMARK / STRAND  Conventions of Standard English  Conventions of Standard English  EXPECTATION 6.L.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  EXPECTATION 6.L.2b. Spell correctly.  STANDARD / CONTENT STANDARD / STANDARD / PROFICIENCY  BENCHMARK / STRAND  Knowledge of Language  EXPECTATION 6.L.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.  EXPECTATION 6.L.3b. Maintain consistency in style and tone.  STANDARD / CONTENT STANDARD / STRAND  Oregon English Language Arts and Literacy Standards  AREA  CONTENT STANDARD / STRAND  Oregon English Language Arts and Literacy Standards  AREA  CONTENT STANDARD / CONTENT AREA  CONTENT STANDARD / STANDA	EXPECTATION	6.L.1e.	
STANDARD / PROFICIENCY  BENCHMARK / STRAND  EXPECTATION 6.L.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  EXPECTATION 6.L.2b. Spell correctly.  STANDARD / CONTENT AREA  CONTENT STANDARD / PROFICIENCY  BENCHMARK / STRAND  EXPECTATION 6.L.3. Use knowledge of Language and its conventions when writing, speaking, reading, or listening.  EXPECTATION 6.L.3b. Maintain consistency in style and tone.  Oregon English Language Arts and Literacy Standards  CONTENT STANDARD / CONTENT STRAND  EXPECTATION 6.L.3b. Maintain consistency in style and tone.  Oregon English Language Arts and Literacy Standards  CONTENT AREA  CONTENT STANDARD / CONTENT AREA  CONTENT STANDARD /	CONTENT		Oregon English Language Arts and Literacy Standards
EXPECTATION   6.L.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  EXPECTATION   6.L.2b. Spell correctly.  STANDARD   CONTENT AREA  CONTENT STANDARD   Knowledge of Language   K	STANDARD /		Language
SENCHMARK   Spelling when writing.			Conventions of Standard English
STANDARD / CONTENT AREA  CONTENT STANDARD / PROFICIENCY  BENCHMARK / STRAND  6.L.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.  EXPECTATION / BENCHMARK  CONTENT STANDARD / CONTENT STANDARD / CONTENT AREA  CONTENT STANDARD / PROFICIENCY  BENCHMARK /  CONTENT STANDARD / STANDARD / PROFICIENCY  BENCHMARK / STRAND  CONTENT STANDARD / STANDARD / PROFICIENCY  BENCHMARK / STRAND  CONTENT STANDARD / STANDARD / PROFICIENCY  BENCHMARK / STRAND  CONTENT STANDARD / PROFICIENCY  BENCHMARK / STRAND  CONTENT STRAND  C		6.L.2.	
CONTENT STANDARD / PROFICIENCY  BENCHMARK / STRAND  EXPECTATION 6.L.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.  EXPECTATION 6.L.3b. Maintain consistency in style and tone.  STANDARD / CONTENT AREA  CONTENT AREA  CONTENT STANDARD / PROFICIENCY  BENCHMARK / STRAND  EXPECTATION 6.L.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.	EXPECTATION	6.L.2b.	Spell correctly.
STANDARD / PROFICIENCY  BENCHMARK / STRAND  EXPECTATION / BENCHMARK  EXPECTATION 6.L.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.  EXPECTATION 6.L.3b. Maintain consistency in style and tone.  STANDARD / CONTENT AREA  CONTENT AREA  CONTENT STANDARD / PROFICIENCY  BENCHMARK / STRAND  Vocabulary Acquisition and Use  EXPECTATION 6.L.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.	CONTENT		Oregon English Language Arts and Literacy Standards
EXPECTATION 6.L.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.  EXPECTATION 6.L.3b. Maintain consistency in style and tone.  STANDARD / CONTENT AREA  CONTENT STANDARD / PROFICIENCY  BENCHMARK / STRAND  EXPECTATION 6.L.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.	STANDARD /		Language
EXPECTATION   6.L.3b.   Maintain consistency in style and tone.			Knowledge of Language
STANDARD / CONTENT AREA  CONTENT Language  CONTENT STANDARD / PROFICIENCY  BENCHMARK / STRAND  EXPECTATION / BENCHMARK  CONTENT STANDARD / PROFICIENCY  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.		6.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CONTENT STANDARD / PROFICIENCY  BENCHMARK / STRAND  EXPECTATION / BENCHMARK  BENCHMARK  CONTENT STAND  Language  Vocabulary Acquisition and Use  EXPECTATION BENCHMARK  Content Strand  Conten	EXPECTATION	6.L.3b.	Maintain consistency in style and tone.
STANDARD / PROFICIENCY  BENCHMARK / STRAND  EXPECTATION / BENCHMARK    Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.	CONTENT		Oregon English Language Arts and Literacy Standards
EXPECTATION / BENCHMARK  Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.	STANDARD /		Language
/ BENCHMARK 6 reading and content, choosing flexibly from a range of strategies.			Vocabulary Acquisition and Use
EXPECTATION 6.L.4a. Use context as a clue to the meaning of a word or phrase.		6.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
	EXPECTATION	6.L.4a.	Use context as a clue to the meaning of a word or phrase.

#### STANDARD / CONTENT AREA

#### Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	CCRA.SL .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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	6.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	6.SL.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	6.SL.1b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
EXPECTATION	6.SL.1c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
STANDARD / CONTENT AREA		Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	6- 8.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONTENT AREA		Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Range of Writing

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or

BENCHMARK 8.WHST.1 a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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EXPECTATION / 6-

# Oregon Academic Content Standards Language Arts

Grade 6 - Adopted: 2019/Effective 2021

STANDARD	I
CONTENT	
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CONTENT STANDARD / PROFICIENCY

Reading Literature

CONTENT AREA  CONTENT STANDARD / PROFICIENCY  BENCHMARK / STRAND  CCRAR. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.  EXPECTATION / EXPECTATION / BENCHMARK  CCRAR. 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.  STANDARD / CONTENT  CONTENT  CONTENT  Range of Reading and Level of Text Complexity  EXPECTATION / STANDARD / STANDARD / STANDARD / STANDARD / CONTENT  CCRAR. Read and comprehend complex literary and informational texts independently and proficiently.  CTANDARD / CONTENT  CCRAR. Read and comprehend complex literary Standards  Oregon English Language Arts and Literacy Standards  CONTENT  CCRAR. Read and comprehend complex literary and informational texts independently and proficiently.  CTANDARD / CONTENT  CONTENT  CORGON English Language Arts and Literacy Standards	AREA	
EXPECTATION / CCRAR. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.  EXPECTATION / CCRAR. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.  EXPECTATION / CCRAR. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.  EXPECTATION / CCRAR. STANDARD / CONTENT AREA  CONTENT STANDARD / CCRAR. Interpret words and phrases as they are used in a text including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.  EXPECTATION / CCRAR. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a BENCHMARK / S. section, chapter, scene, or stanza) relate to each other and the whole.  EXPECTATION / CCRAR. College and Career Readiness Anchor Standards for Reading  STANDARD / CONTENT STANDARD / CONTENT AREA  CONTENT AREA  CONTENT STANDARD / CORGAR. Read and comprehend complex literary and informational texts independently and proficiently.  EXPECTATION / CCRAR. Read and comprehend complex literary and informational texts independently and proficiently.  EXPECTATION / CCRAR. Read and comprehend complex literary and informational texts independently and proficiently.  EXPECTATION / CCRAR. Read and comprehend complex literary and informational texts independently and proficiently.	STANDARD /	College and Career Readiness Anchor Standards for Reading
BENCHMARK 1. evidence when writing or speaking to support conclusions drawn from the text.  EXPECTATION / CCRAR. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.  EXPECTATION / CCRAR. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.  STANDARD / CORDINATE / CORGON English Language Arts and Literacy Standards  CONTENT STANDARD / PROFICIENCY  BENCHMARK / CCRAR. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.  EXPECTATION / CCRAR. Section 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.  STANDARD / CONTENT STANDARD / PROFICIENCY  BENCHMARK / Range of Reading and Level of Text Complexity  EXPECTATION / CCRAR. Read and comprehend complex literary and informational texts independently and proficiently.  EXPECTATION / CCRAR. Read and comprehend complex literary and informational texts independently and proficiently.  EXPECTATION / CCRAR. Read and comprehend complex literary and informational texts independently and proficiently.  EXPECTATION / CCRAR. Read and comprehend complex literary and informational texts independently and proficiently.		Key Ideas and Details
BENCHMARK 2. and ideas.  EXPECTATION / CCRAR. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.  STANDARD / CONTENT STANDARD / PROFICIENCY  BENCHMARK / STRAND  CORTENT STANDARD / PROFICIENCY  BENCHMARK / CRAR. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.  EXPECTATION / CCRAR. 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.  STANDARD / CONTENT STANDARD / PROFICIENCY  BENCHMARK / Range of Reading and Level of Text Complexity  EXPECTATION / CCRAR. Read and comprehend complex literary and informational texts independently and proficiently.  STANDARD / CCRAR. Read and comprehend complex literary standards  CONTENT STANDARD / PROFICIENCY  BENCHMARK / OCENAR. Read and comprehend complex literary and informational texts independently and proficiently.  Oregon English Language Arts and Literacy Standards  CONTENT STANDARD / OCENAR. Read and comprehend complex literary and informational texts independently and proficiently.  Oregon English Language Arts and Literacy Standards		
BENCHMARK 3.  Oregon English Language Arts and Literacy Standards  CONTENT AREA  COILEGE and Career Readiness Anchor Standards for Reading  FENCHMARK / STRAND  CCRAR. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.  EXPECTATION / CCRAR. 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.  STANDARD / CORGON English Language Arts and Literacy Standards  CONTENT STANDARD / STRAND  CORGON English Language Arts and Literacy Standards for Reading  BENCHMARK / STRAND  CORGON English Language Arts and Literacy Standards for Reading  Range of Reading and Level of Text Complexity  EXPECTATION / CCRAR. Read and comprehend complex literary and informational texts independently and proficiently.  STANDARD / CONTENT  CORGON English Language Arts and Literacy Standards  Oregon English Language Arts and Literacy Standards  Oregon English Language Arts and Literacy Standards		
CONTENT AREA  CONTENT STANDARD / PROFICIENCY  BENCHMARK / STRAND  CCRAR. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.  EXPECTATION / CCRAR. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a BENCHMARK 5.  CORAR. 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.  STANDARD / CONTENT  CONTENT  CONTENT  CORAR. Range of Reading and Level of Text Complexity  EXPECTATION / STRAND  CCRAR. Read and comprehend complex literary and informational texts independently and proficiently.  CTANDARD / CONTENT  CORGEN English Language Arts and Literacy Standards  Oregon English Language Arts and Literacy Standards  CONTENT  CCRAR. Read and comprehend complex literary and informational texts independently and proficiently.		Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
BENCHMARK / STRAND  CCRA.R. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.  EXPECTATION / BENCHMARK  EXPECTATION / CCRA.R. 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.  CONTENT AREA  CONTENT STANDARD / PROFICIENCY  BENCHMARK / Range of Reading and Level of Text Complexity  EXPECTATION / CCRA.R. Read and comprehend complex literary and informational texts independently and proficiently.  STANDARD / CONTENT STANDARD / DO READ / CONTENT STANDARD /	STANDARD / CONTENT AREA	Oregon English Language Arts and Literacy Standards
EXPECTATION / BENCHMARK 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.  EXPECTATION / BENCHMARK 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.  CONTENT STANDARD / CORGAR Angle of Readings Anchor Standards for Reading  EXPECTATION / STRAND  CORGAR Read and comprehend complex literary and informational texts independently and proficiently.  STANDARD / CORGAR Read and comprehend complex literary and Literacy Standards  Oregon English Language Arts and Literacy Standards  CONTENT STANDARD / CORGAR Read and comprehend complex literary and informational texts independently and proficiently.	STANDARD /	College and Career Readiness Anchor Standards for Reading
BENCHMARK 4. meanings, and analyze how specific word choices shape meaning or tone.  EXPECTATION / CCRA.R. 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.  STANDARD / CONTENT STANDARD / PROFICIENCY  BENCHMARK / STRAND  CCRA.R. Read and comprehend complex literary and informational texts independently and proficiently.  STANDARD / CORGON English Language Arts and Literacy Standards  CONTENT 10.  Oregon English Language Arts and Literacy Standards  Oregon English Language Arts and Literacy Standards  Oregon English Language Arts and Literacy Standards		Craft and Structure
STANDARD / CONTENT STANDARD / PROFICIENCY  BENCHMARK / STRAND  EXPECTATION / BENCHMARK / STRAND / CORAR. Read and comprehend complex literary and informational texts independently and proficiently.  STANDARD / CORAR / CORAR / CORAR / CONTENT / CONT		
CONTENT STANDARD / PROFICIENCY  BENCHMARK / STRAND  EXPECTATION / CCRA.R. Read and comprehend complex literary and informational texts independently and proficiently.  STANDARD / CONTENT  Oregon English Language Arts and Literacy Standards		
STANDARD / PROFICIENCY   BENCHMARK / STRAND   Range of Reading and Level of Text Complexity	STANDARD / CONTENT AREA	Oregon English Language Arts and Literacy Standards
EXPECTATION / CCRA.R. Read and comprehend complex literary and informational texts independently and proficiently.  BENCHMARK 10.  Oregon English Language Arts and Literacy Standards	STANDARD /	College and Career Readiness Anchor Standards for Reading
BENCHMARK 10.  STANDARD / Oregon English Language Arts and Literacy Standards CONTENT		Range of Reading and Level of Text Complexity
CONTENT		Read and comprehend complex literary and informational texts independently and proficiently.
	STANDARD / CONTENT AREA	Oregon English Language Arts and Literacy Standards

BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	6.RL.1.	Analyze what the text says explicitly as well as inferentially; cite textual evidence to support the analysis.
EXPECTATION / BENCHMARK	6.RL.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	6.RL.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity
EXPECTATION / BENCHMARK	6.RL.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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	6.RI.1.	Analyze what the text says explicitly as well as inferentially; cite textual evidence to support the analysis.
EXPECTATION / BENCHMARK	6.RI.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
EXPECTATION / BENCHMARK	6.RI.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD /		Reading Informational Text
PROFICIENCY		

BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	6.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
EXPECTATION / BENCHMARK	6.RI.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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Integration of Knowledge and Ideas
EXPECTATION / BENCHMARK	6.RI.7.	Integrate information presented in different media or formats as well as in words to develop a coherent understanding of a topic or issue.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK /		Production and Distribution of Writing
STRAND		Production and Distribution of Writing
	CCRA.W.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STRAND  EXPECTATION /	5.	
EXPECTATION / BENCHMARK  EXPECTATION /	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
EXPECTATION / BENCHMARK  EXPECTATION / BENCHMARK  STANDARD / CONTENT	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
EXPECTATION / BENCHMARK  EXPECTATION / BENCHMARK  STANDARD / CONTENT AREA  CONTENT STANDARD /	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.  Oregon English Language Arts and Literacy Standards
EXPECTATION / BENCHMARK  EXPECTATION / BENCHMARK  STANDARD / CONTENT AREA  CONTENT STANDARD / PROFICIENCY  BENCHMARK /	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.  Oregon English Language Arts and Literacy Standards  Writing
EXPECTATION / BENCHMARK  EXPECTATION / BENCHMARK  STANDARD / CONTENT AREA  CONTENT STANDARD / PROFICIENCY  BENCHMARK / STRAND	5. CCRA.W. 6.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.  Oregon English Language Arts and Literacy Standards  Writing  Production and Distribution of Writing  With some guidance and support, 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

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	6.W.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 / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	CCRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Knowledge of Language
EXPECTATION / BENCHMARK	CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	CCRA.L.	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.
EXPECTATION / BENCHMARK	CCRA.L.	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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English

EXPECTATION / BENCHMARK	6.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	6.L.1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	6.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	6.L.2b.	Spell correctly.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	6.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	6.L.4a.	Use context as a clue to the meaning of a word or phrase.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	6.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	6.SL.1b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
STANDARD / CONTENT AREA		Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Range of Writing

EXPECTATION / 6-

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or BENCHMARK 8.WHST.1 a day or two) for a range of discipline-specific tasks, purposes, and audiences.