

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
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		Range of Reading and Level of Text Complexity

EXPECTATION / BENCHMARK	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
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**STANDARD /
CONTENT
AREA**

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Key Ideas and Details

EXPECTATION / 6.RL.1. Analyze what the text says explicitly as well as inferentially; cite textual evidence to support the analysis.
BENCHMARK

**STANDARD /
CONTENT
AREA**

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Craft and Structure

EXPECTATION / 6.RL.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and
BENCHMARK 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 / 6.RI.1. Analyze what the text says explicitly as well as inferentially; cite textual evidence to support the analysis.
BENCHMARK

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
BENCHMARK distinct from personal opinions or judgments.

EXPECTATION / 6.RI.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.
BENCHMARK

**STANDARD /
CONTENT
AREA**

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Craft and Structure

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

EXPECTATION / 6.RI.5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and
BENCHMARK 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.

**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**

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 / CCRA.W. Produce clear and coherent writing in which the development, organization, and style are appropriate to task,
BENCHMARK 4. purpose, and audience.

EXPECTATION / CCRA.W. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
BENCHMARK 5.

**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
BENCHMARK 8. source, and integrate the information while avoiding plagiarism.

EXPECTATION / CCRA.W. Draw evidence from literary or informational texts to support analysis, reflection, and research.
BENCHMARK 9.

**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.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 / 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.)
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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.
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EXPECTATION / BENCHMARK	6.W.9.	Draw and cite evidence from literary or informational texts to support analysis, reflection, and research.
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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.
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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.
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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.
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**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		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.
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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.10.	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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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.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.
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EXPECTATION / BENCHMARK	CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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EXPECTATION / BENCHMARK	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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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		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 / 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.
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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		Range of Reading and Level of Text Complexity

EXPECTATION / CCRA.R. Read and comprehend complex literary and informational texts independently and proficiently.
BENCHMARK 10.

**STANDARD /
CONTENT
AREA**

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Key Ideas and Details

EXPECTATION / 6.RL.1. Analyze what the text says explicitly as well as inferentially; cite textual evidence to support the analysis.
BENCHMARK

**STANDARD /
CONTENT
AREA**

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Craft and Structure

EXPECTATION / 6.RL.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and
BENCHMARK 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 / 6.RI.1. Analyze what the text says explicitly as well as inferentially; cite textual evidence to support the analysis.
BENCHMARK

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
BENCHMARK distinct from personal opinions or judgments.

EXPECTATION / 6.RI.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.
BENCHMARK

**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. 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. 6. 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.
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**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.
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**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.)
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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.)
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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.
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**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.
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EXPECTATION / BENCHMARK	6.W.9.	Draw and cite evidence from literary or informational texts to support analysis, reflection, and research.
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**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 / 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 / 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
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BENCHMARK / STRAND		Comprehension and Collaboration
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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
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BENCHMARK / STRAND		Presentation of Knowledge and Ideas
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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
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BENCHMARK / STRAND		Comprehension and Collaboration
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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
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BENCHMARK / STRAND		Presentation of Knowledge and Ideas
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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.10. 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 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		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
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BENCHMARK / STRAND		Key Ideas and Details
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EXPECTATION / BENCHMARK	6.RI.1.	Analyze what the text says explicitly as well as inferentially; cite textual evidence to support the analysis.
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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.
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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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STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Reading Informational Text
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BENCHMARK / STRAND		Craft and Structure
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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.
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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.
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STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Reading Informational Text
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BENCHMARK / STRAND		Integration of Knowledge and Ideas
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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.
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STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
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BENCHMARK / STRAND		Text Types and Purposes
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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.
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STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
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BENCHMARK / STRAND		Production and Distribution of Writing
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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. 6. 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
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BENCHMARK / STRAND		Research to Build and Present Knowledge
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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
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BENCHMARK / STRAND		Range of Writing
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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
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BENCHMARK / STRAND		Text Types and Purposes
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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.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
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BENCHMARK / STRAND		Vocabulary Acquisition and Use
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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
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BENCHMARK / STRAND		Conventions of Standard English
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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
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BENCHMARK / STRAND		Conventions of Standard English
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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
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BENCHMARK / STRAND		Knowledge of Language
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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
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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
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BENCHMARK / STRAND		Presentation of Knowledge and Ideas
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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
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BENCHMARK / STRAND		Production and Distribution of Writing
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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
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BENCHMARK / STRAND		Research to Build and Present Knowledge
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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
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BENCHMARK / STRAND		Range of Writing
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EXPECTATION / BENCHMARK 6-8.WHST.10. 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.

STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
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BENCHMARK / STRAND		Key Ideas and Details
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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
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BENCHMARK / STRAND		Craft and Structure
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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
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BENCHMARK / STRAND		Range of Reading and Level of Text Complexity
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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
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BENCHMARK / STRAND		Key Ideas and Details
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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
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BENCHMARK / STRAND		Craft and Structure
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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
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BENCHMARK / STRAND		Range of Reading and Level of Text Complexity
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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
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BENCHMARK / STRAND		Text Types and Purposes
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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
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BENCHMARK / STRAND		Production and Distribution of Writing
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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. 6. 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
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BENCHMARK / STRAND		Range of Writing
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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
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BENCHMARK / STRAND		Text Types and Purposes
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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.
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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
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BENCHMARK / STRAND		Text Types and Purposes
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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.
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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
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BENCHMARK / STRAND		Production and Distribution of Writing
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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

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. 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.
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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.
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**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.
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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.
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**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.
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EXPECTATION	6.L.2b.	Spell correctly.
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**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.
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**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.10. 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.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
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BENCHMARK / STRAND		Craft and Structure
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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
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BENCHMARK / STRAND		Range of Reading and Level of Text Complexity
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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
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BENCHMARK / STRAND		Key Ideas and Details
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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
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BENCHMARK / STRAND		Craft and Structure
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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
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BENCHMARK / STRAND		Range of Reading and Level of Text Complexity
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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. 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. 6. 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.
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**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
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
BENCHMARK 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.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK .

EXPECTATION / CCRA.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
BENCHMARK .

**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
BENCHMARK . 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 / CCRA.L. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues,
BENCHMARK 4. analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

EXPECTATION / CCRA.L. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for
BENCHMARK 6. 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		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 / 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.
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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**

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 / CCRA.R. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual
BENCHMARK 1. 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 2. and ideas.

EXPECTATION / CCRA.R. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
BENCHMARK 3.

**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 / CCRA.R. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative
BENCHMARK 4. 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 / CCRA.R. Read and comprehend complex literary and informational texts independently and proficiently.
BENCHMARK 10.

**STANDARD /
CONTENT
AREA**

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Key Ideas and Details

EXPECTATION / 6.RL.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of
BENCHMARK the text distinct from personal opinions or judgments.

EXPECTATION / 6.RL.3. Describe how a particular literary text's plot unfolds in a series of episodes as well as how the characters respond
BENCHMARK 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 / 6.RL.5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to
BENCHMARK the development of the theme, setting, or plot.

EXPECTATION / 6.RL.6. Explain how an author develops the point of view or perspective of the narrator or speaker in a text.
BENCHMARK

**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 / 6.RL.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8
BENCHMARK 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 / CCRA.W. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details,
BENCHMARK 3. 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. 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. 6.	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.
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**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.
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EXPECTATION	6.W.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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**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.
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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.
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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.
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**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.
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**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.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 / 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.
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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.10.	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**

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		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. 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. 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. 6. 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.
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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.
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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 / 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.10. 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 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 / 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.
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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		Range of Reading and Level of Text Complexity

EXPECTATION / BENCHMARK	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
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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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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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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.
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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.
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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. 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. 6. 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.
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EXPECTATION / BENCHMARK	6.W.9.	Draw and cite evidence from literary or informational texts to support analysis, reflection, and research.
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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.
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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.
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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.
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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.
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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.
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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.
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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.
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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.
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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.
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**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.10. 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.

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		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
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BENCHMARK / STRAND		Key Ideas and Details
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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
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BENCHMARK / STRAND		Craft and Structure
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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
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BENCHMARK / STRAND		Key Ideas and Details
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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
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BENCHMARK / STRAND		Craft and Structure
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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. 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. 6. 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
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BENCHMARK / STRAND		Conventions of Standard English
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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
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BENCHMARK / STRAND		Knowledge of Language
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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
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BENCHMARK / STRAND		Vocabulary Acquisition and Use
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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
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BENCHMARK / STRAND		Conventions of Standard English
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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
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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
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BENCHMARK / STRAND		Knowledge of Language
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EXPECTATION / BENCHMARK	6.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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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
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BENCHMARK / STRAND		Vocabulary Acquisition and Use
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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.

STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Speaking and Listening
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BENCHMARK / STRAND		Comprehension and Collaboration
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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
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BENCHMARK / STRAND		Comprehension and Collaboration
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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.
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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.10. 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.

**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.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.
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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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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.
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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.
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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.
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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.
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EXPECTATION / BENCHMARK	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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EXPECTATION / BENCHMARK CCRA.W. 6. 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.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 / 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.

**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 / 6- Produce clear and coherent writing in which the development, organization, and style are appropriate to task,
BENCHMARK 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 / 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.
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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 STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Key Ideas and Details

EXPECTATION / CCRA.R. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual
BENCHMARK 1. 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
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EXPECTATION / BENCHMARK	6.RI.1.	Analyze what the text says explicitly as well as inferentially; cite textual evidence to support the analysis.
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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.
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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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STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Reading Informational Text
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BENCHMARK / STRAND		Craft and Structure
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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.
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STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Reading Informational Text
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BENCHMARK / STRAND		Integration of Knowledge and Ideas
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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.
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STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
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BENCHMARK / STRAND		Text Types and Purposes
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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.
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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.
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STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
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BENCHMARK / STRAND		Production and Distribution of Writing
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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. 6. 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
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BENCHMARK / STRAND		Research to Build and Present Knowledge
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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
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BENCHMARK / STRAND		Range of Writing
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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
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BENCHMARK / STRAND		Text Types and Purposes
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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.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.
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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.
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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.
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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.
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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.
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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.

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.10. 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.

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		Range of Reading and Level of Text Complexity

EXPECTATION / BENCHMARK	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
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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.
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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.
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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.
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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.
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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.
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EXPECTATION / BENCHMARK	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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EXPECTATION / BENCHMARK	CCRA.W. 6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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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.
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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.
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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.
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EXPECTATION	6.W.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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STANDARD / CONTENT AREA

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Writing
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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.
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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.
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**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 /
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		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.10. 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.

**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 / 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 / 6.RL.1. Analyze what the text says explicitly as well as inferentially; cite textual evidence to support the analysis.
BENCHMARK

**STANDARD /
CONTENT
AREA**

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Craft and Structure

EXPECTATION / 6.RL.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and
BENCHMARK 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 / 6.RI.1. Analyze what the text says explicitly as well as inferentially; cite textual evidence to support the analysis.
BENCHMARK

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
BENCHMARK distinct from personal opinions or judgments.

EXPECTATION / 6.RI.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.
BENCHMARK

**STANDARD /
CONTENT
AREA**

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Craft and Structure

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

EXPECTATION / 6.RI.5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and
BENCHMARK 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 / 6.RI.9. Compare and contrast one author's presentation of events with that of another.
BENCHMARK

**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**

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 / CCRA.W. Produce clear and coherent writing in which the development, organization, and style are appropriate to task,
BENCHMARK 4. purpose, and audience.

EXPECTATION / CCRA.W. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
BENCHMARK 5.

EXPECTATION / CCRA.W. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
BENCHMARK 6.

**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
BENCHMARK 8. 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.
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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.
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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.
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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.
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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.
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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.
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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.
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**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
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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.10. 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.

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.
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EXPECTATION / BENCHMARK	CCRA.R. 3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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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		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 / 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.
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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		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.
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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		Range of Reading and Level of Text Complexity

EXPECTATION / BENCHMARK	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
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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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**STANDARD /
CONTENT
AREA**

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Craft and Structure

EXPECTATION / 6.RL.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and
BENCHMARK 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 / 6.RI.1. Analyze what the text says explicitly as well as inferentially; cite textual evidence to support the analysis.
BENCHMARK

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
BENCHMARK distinct from personal opinions or judgments.

EXPECTATION / 6.RI.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.
BENCHMARK

**STANDARD /
CONTENT
AREA**

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Craft and Structure

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

EXPECTATION / 6.RI.5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and
BENCHMARK 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. 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. 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. 6. 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.
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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.
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EXPECTATION	6.W.1d.	Establish and maintain an appropriate style for content, purpose, and audience.
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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.
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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.
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EXPECTATION	6.W.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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EXPECTATION	6.W.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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EXPECTATION	6.W.2e.	Establish and maintain an appropriate style for content, purpose, and audience.
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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.
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EXPECTATION	6.W.3d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
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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.
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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 / 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.
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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.
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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.10.	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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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 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.
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EXPECTATION / BENCHMARK	CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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EXPECTATION / BENCHMARK	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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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
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BENCHMARK / STRAND		Craft and Structure
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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
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BENCHMARK / STRAND		Integration of Knowledge and Ideas
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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
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BENCHMARK / STRAND		Range of Reading and Level of Text Complexity
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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
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BENCHMARK / STRAND		Key Ideas and Details
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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
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BENCHMARK / STRAND		Craft and Structure
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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 STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
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BENCHMARK / STRAND		Text Types and Purposes
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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. 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. 6. 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.)
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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.
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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.
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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.
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EXPECTATION / BENCHMARK	6.W.9.	Draw and cite evidence from literary or informational texts to support analysis, reflection, and research.
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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.
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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.
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STANDARD / CONTENT AREA

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
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BENCHMARK / STRAND		Knowledge of Language
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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
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BENCHMARK / STRAND		Vocabulary Acquisition and Use
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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
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BENCHMARK / STRAND		Conventions of Standard English
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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
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BENCHMARK / STRAND		Conventions of Standard English
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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
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BENCHMARK / STRAND		Knowledge of Language
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EXPECTATION / BENCHMARK	6.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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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
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BENCHMARK / STRAND		Vocabulary Acquisition and Use
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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.

STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Speaking and Listening
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BENCHMARK / STRAND		Comprehension and Collaboration
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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
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BENCHMARK / STRAND		Comprehension and Collaboration
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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.
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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
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BENCHMARK / STRAND		Production and Distribution of Writing
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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.10. 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**

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 / CCRA.R. 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 / CCRA.R. Read and comprehend complex literary and informational texts independently and proficiently.
BENCHMARK 10.

**STANDARD /
CONTENT
AREA**

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Key Ideas and Details

EXPECTATION / 6.RL.1. Analyze what the text says explicitly as well as inferentially; cite textual evidence to support the analysis.
BENCHMARK

**STANDARD /
CONTENT
AREA**

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Craft and Structure

EXPECTATION / 6.RL.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and
BENCHMARK 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 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.
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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. 6. 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 / 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 / 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.
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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 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**

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 / CCRA.W. Produce clear and coherent writing in which the development, organization, and style are appropriate to task,
BENCHMARK 4. purpose, and audience.

EXPECTATION / CCRA.W. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
BENCHMARK 5.

EXPECTATION / CCRA.W. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
BENCHMARK 6.

**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.
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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.
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EXPECTATION	6.W.1d.	Establish and maintain an appropriate style for content, purpose, and audience.
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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.
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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.
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EXPECTATION	6.W.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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EXPECTATION	6.W.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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EXPECTATION	6.W.2e.	Establish and maintain an appropriate style for content, purpose, and audience.
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EXPECTATION	6.W.2f.	Provide a concluding statement or section that follows from the information or explanation presented.
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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.
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EXPECTATION	6.W.3d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
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**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 / 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		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.
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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.
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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.10.	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 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.
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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.
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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. 6.	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.
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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.
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EXPECTATION	6.W.1d.	Establish and maintain an appropriate style for content, purpose, and audience.
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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.
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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.
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EXPECTATION	6.W.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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EXPECTATION	6.W.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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EXPECTATION	6.W.2e.	Establish and maintain an appropriate style for content, purpose, and audience.
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EXPECTATION	6.W.2f.	Provide a concluding statement or section that follows from the information or explanation presented.
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**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.

**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.

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.10. 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 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. 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. 6. 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.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.
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**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.)
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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.)
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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.
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**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.
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**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.**

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.
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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.10. 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 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 / 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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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.
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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.
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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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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.
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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.
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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.
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EXPECTATION / BENCHMARK	6.RI.9.	Compare and contrast one author's presentation of events with that of another.
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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. 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. 6. 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.

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

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.
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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.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 /
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**

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Range of Writing

EXPECTATION / BENCHMARK 6-8.WHST.10 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.

**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 / 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
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. 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. 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. 6. 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.

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.
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.
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**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.)
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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.)
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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.
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**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.
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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.
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EXPECTATION / BENCHMARK	CCRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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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.
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STANDARD / CONTENT AREA

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
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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
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BENCHMARK / STRAND		Research to Build and Present Knowledge
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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
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BENCHMARK / STRAND		Range of Writing
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EXPECTATION / BENCHMARK 6-8.WHST.10. 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

STANDARD / CONTENT AREA Oregon English Language Arts and Literacy Standards

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

**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.
BENCHMARK 10.

**STANDARD /
CONTENT
AREA**

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Key Ideas and Details

EXPECTATION / 6.RL.1. Analyze what the text says explicitly as well as inferentially; cite textual evidence to support the analysis.
BENCHMARK

EXPECTATION / 6.RL.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of
BENCHMARK the text distinct from personal opinions or judgments.

EXPECTATION / 6.RL.3. Describe how a particular literary text's plot unfolds in a series of episodes as well as how the characters respond
BENCHMARK 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 / 6.RL.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and
BENCHMARK technical meanings.

EXPECTATION / 6.RL.5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to
BENCHMARK the development of the theme, setting, or plot.

EXPECTATION / 6.RL.6. Explain how an author develops the point of view or perspective of the narrator or speaker in a text.
BENCHMARK

**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 / 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.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. 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. 6.	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.
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**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.
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EXPECTATION	6.W.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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**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.
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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.
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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.
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**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.
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**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.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

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 / 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.

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.10. 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

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. 6. 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. 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 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.
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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.
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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.
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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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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.
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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. 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. 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. 6. 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
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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
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BENCHMARK / STRAND		Text Types and Purposes
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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.
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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
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BENCHMARK / STRAND		Production and Distribution of Writing
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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
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BENCHMARK / STRAND		Research to Build and Present Knowledge
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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.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.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

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.
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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.
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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.
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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.
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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.
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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 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		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
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BENCHMARK / STRAND		Key Ideas and Details
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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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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.
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STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Reading Literature
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BENCHMARK / STRAND		Craft and Structure
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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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STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Reading Literature
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BENCHMARK / STRAND		Range of Reading and Level of Text Complexity
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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.
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STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Reading Informational Text
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BENCHMARK / STRAND		Key Ideas and Details
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EXPECTATION / BENCHMARK	6.RI.1.	Analyze what the text says explicitly as well as inferentially; cite textual evidence to support the analysis.
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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.
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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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STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Reading Informational Text
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BENCHMARK / STRAND		Craft and Structure
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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
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BENCHMARK / STRAND		Integration of Knowledge and Ideas
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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
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BENCHMARK / STRAND		Production and Distribution of Writing
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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.6. 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		Writing
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BENCHMARK / STRAND		Production and Distribution of Writing
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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.)

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		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- 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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